Lesson Plan

English

Level 4

Term 1

Lesson Plan

English

Level 4

Term 1

Level : 4 Term : 1 Week: 1 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- pronounce sounds of consonant diagraph – **sh**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet **(sh as in fish)**

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5. Procedure:

a. Explain how these two consonants produce a new – **sh**- sound. Write examples on the board.

b. Model Reading (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.

d. Worksheet
Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each tasks.

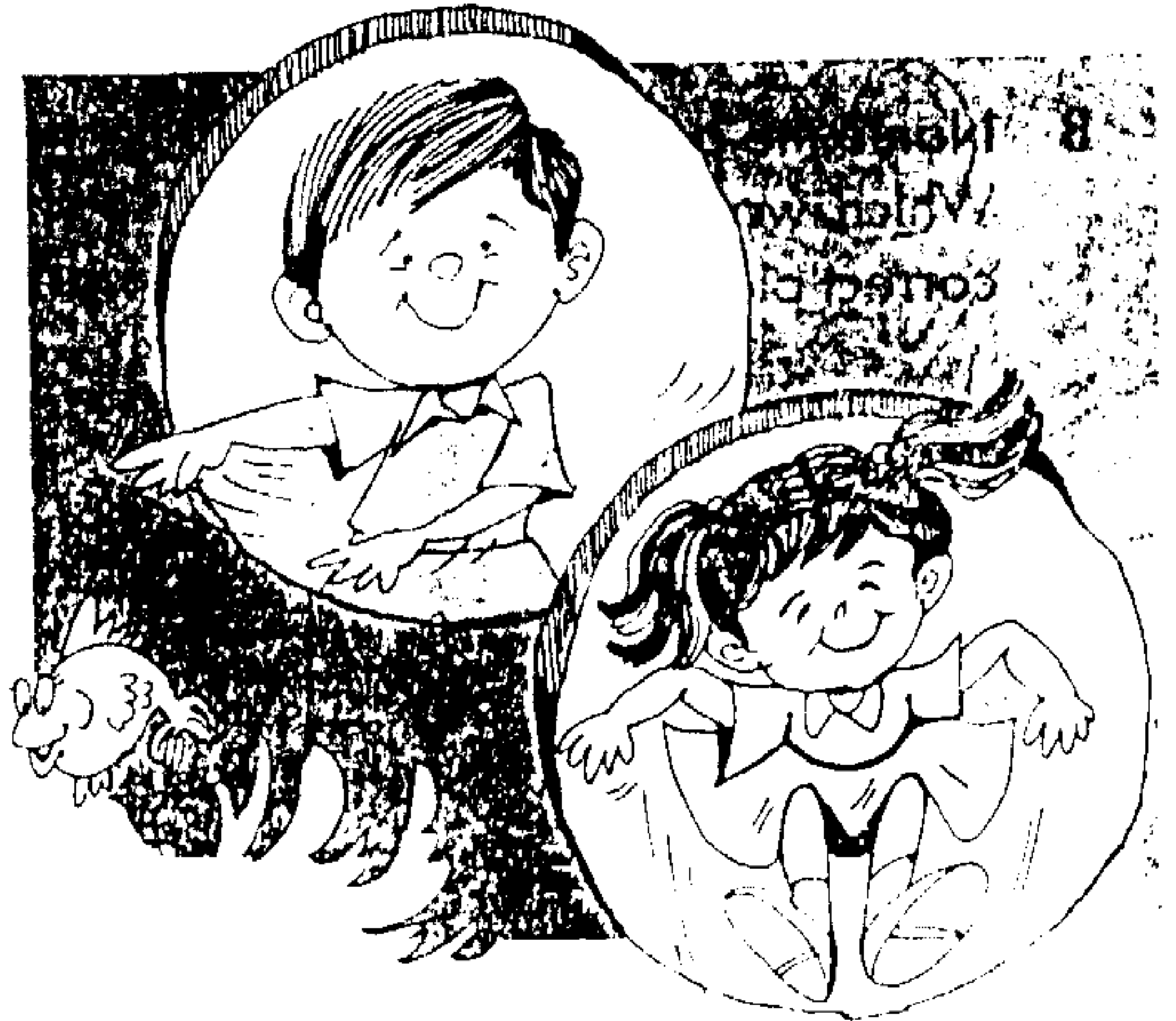
Speech Activities and Tasks

6. Follow Up:

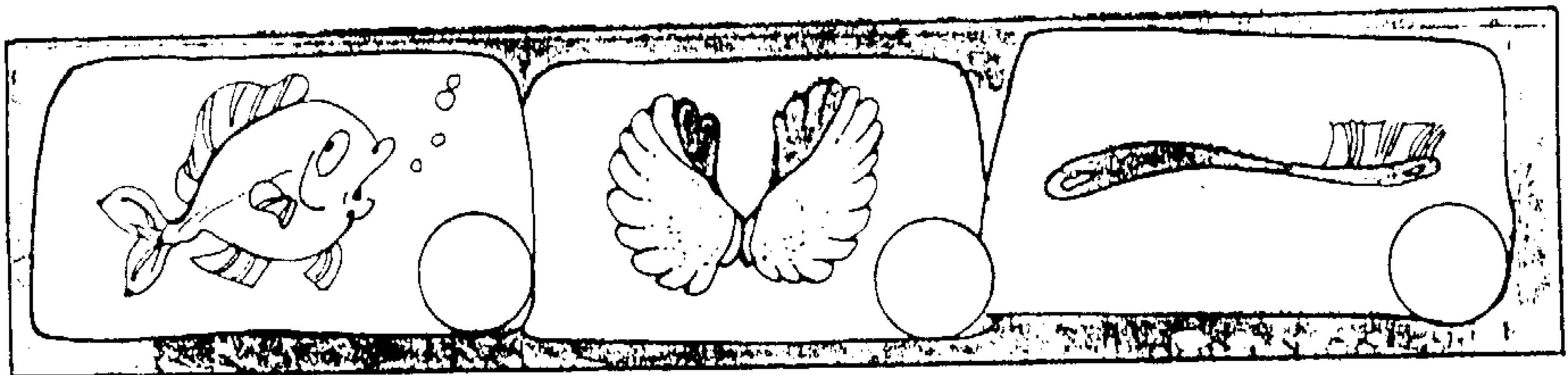
Select one activity from the worksheet and write it on the board.

Free Writing ------- 5 Mins.

sh as in fish

Swishing and Splashing
Swish, swish, swish
Listen to the waves
Swishing on the sand
Splash, splash, splash
Listen to the fish
Splashing near the land

Phonics and Ear Training

A Say the names of the pictures aloud.
Which word rhymes with 'swish'?
Put a tick (✓) under the correct picture.

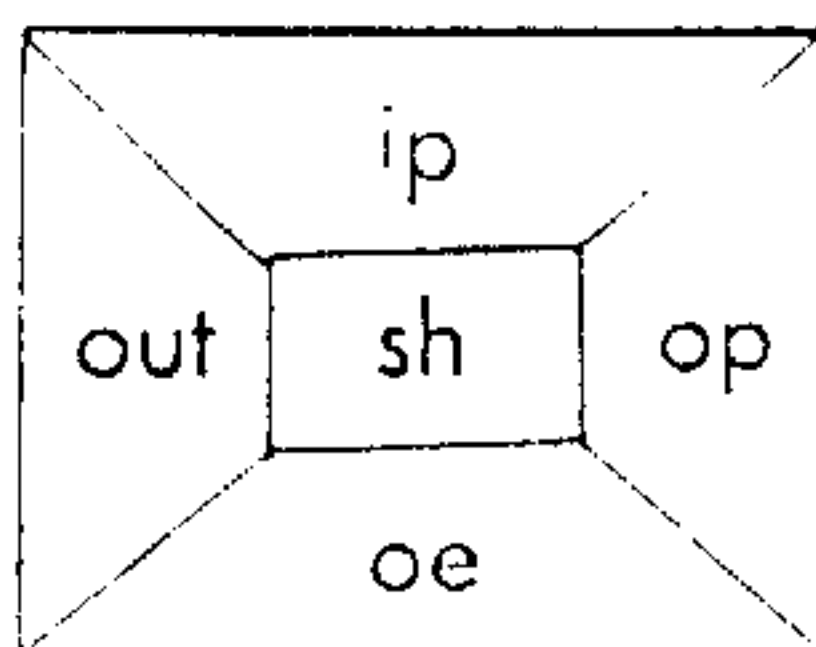
om side to side.)

B Make words beginning with 'sh' and read them.

1 ____________

2 ____________

ip
out sh op
oe

3 ____________

4 ____________

Level: 4		
Term: 1	Lesson Plan	Reading
Week: 1		
Day: 2 & 3		

1. **Objectives:** The learners will be able to:
   - recite the poem in rhythm
   - enjoy poem reading
2. **Skills:** Reading for pleasure
3. **Topic:** 'I love little pussy'
4. **Material:** Poem Page (**I love Little Pussy**), picture of a cat

5. **Procedure:**

a. Preparation

- Talk about pets.
- Ask them to guess what they are going to read about. Give the following clues.

- **It is very soft.**
- **It plays.**
- **It has four feet.**
- **It likes meat and milk.**

b. Announcement of the Topic

c. Poem Reading

Follow the procedure. **(See orientation pages given at the back)**

d. Worksheet

Task 1

Task 2

Peer checking and feedback follows each task

6. **Follow Up:**

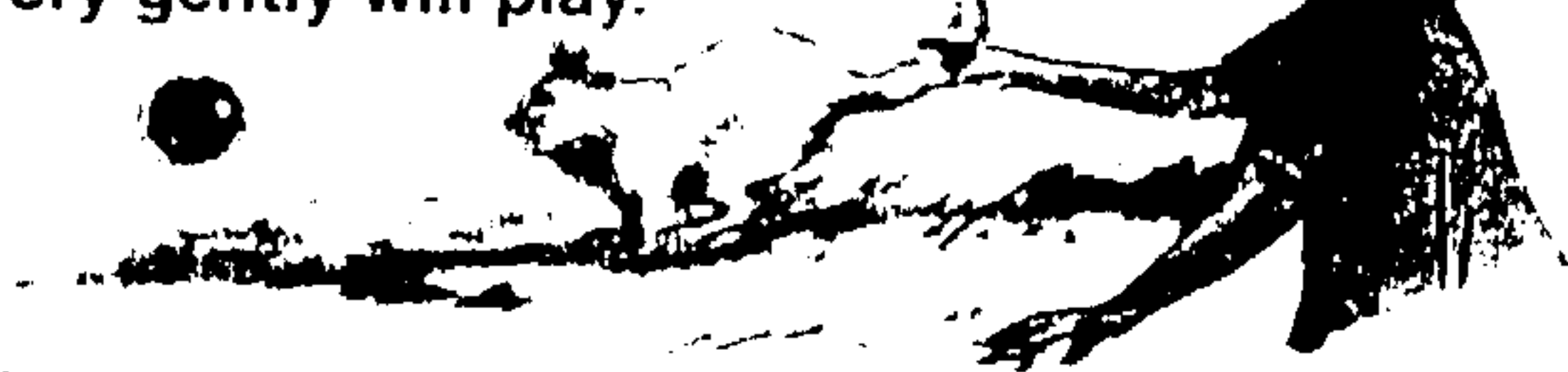
Draw a picture of a cat.

Free Writing .... 5mins.

Level: 4		
Term: 1	Poem Page	Reading
Week: 1		
Day: 2 & 3		

I Love Little Pussy

I love little pussy,
Her coat is so warm,
And if I don't hurt her,
She'll do me no harm.

So I'll not pull her tail,
Nor drive her away,
But pussy and I,
Very gently will play.

She shall sit by my side,
And I'll give her some food,
And pussy will love me,
Because I am good.

(Jane Taylor)

Level: 4		
Term: 1	Worksheet	Date
Week: 1		
Day: 2 & 3		

Task: 1 Find the rhyming words from the poem.

________ ________ ________

________ ________ ________

Task 2: Read the poem again and find ***will*** and ***will not*** sentences.

What I will do.

____

____

____

What I will not do.

____

____

____

What cat will do.

____

____

____

What cat will not do.

____

____

____

Level 4 Term 1 Week 1 Day 4

Note: Do not write any thing on books.

Do page 1 from Get ahead Book 5

Level 4 Term 1 Week 1 Day 5

Note: Do not write any thing on books.

Do page 2 from Get ahead Book 5

Level 4 Term 1 Week 1 Day 6

Assessment # 1

Note: Take assessment on copies.

Task 1 /2

Write two words beginning with 'sh' sound.

Task 2 /8

Write 2 things you like and 2 things you don't like in full sentences.

Level : 4 Term : 1 Week: 2 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- pronounce sounds of consonant diagraph – **ch**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet **(ch as in chair)**

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5. Procedure:

a. Explain how these two consonants produce a new – **ch**- sound. They are called consonant diagraphs. (Do not mention it to yours students)Write examples on the board.

b. **Model Reading** (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.

d. Worksheet
Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task.

Speech Activities and Tasks

6. Follow Up:

Select one activity from the worksheet and write it on the board.

Free Writing --------- 5 Mins.

Level: 4 Term: 1 Week: 2 Day: 1	Worksheet	Communication

ch as in chair

Chicken Chop
Chip chop, chip chop,
Who likes chicken chop?
I like pork chop
Charlie likes chicken chop

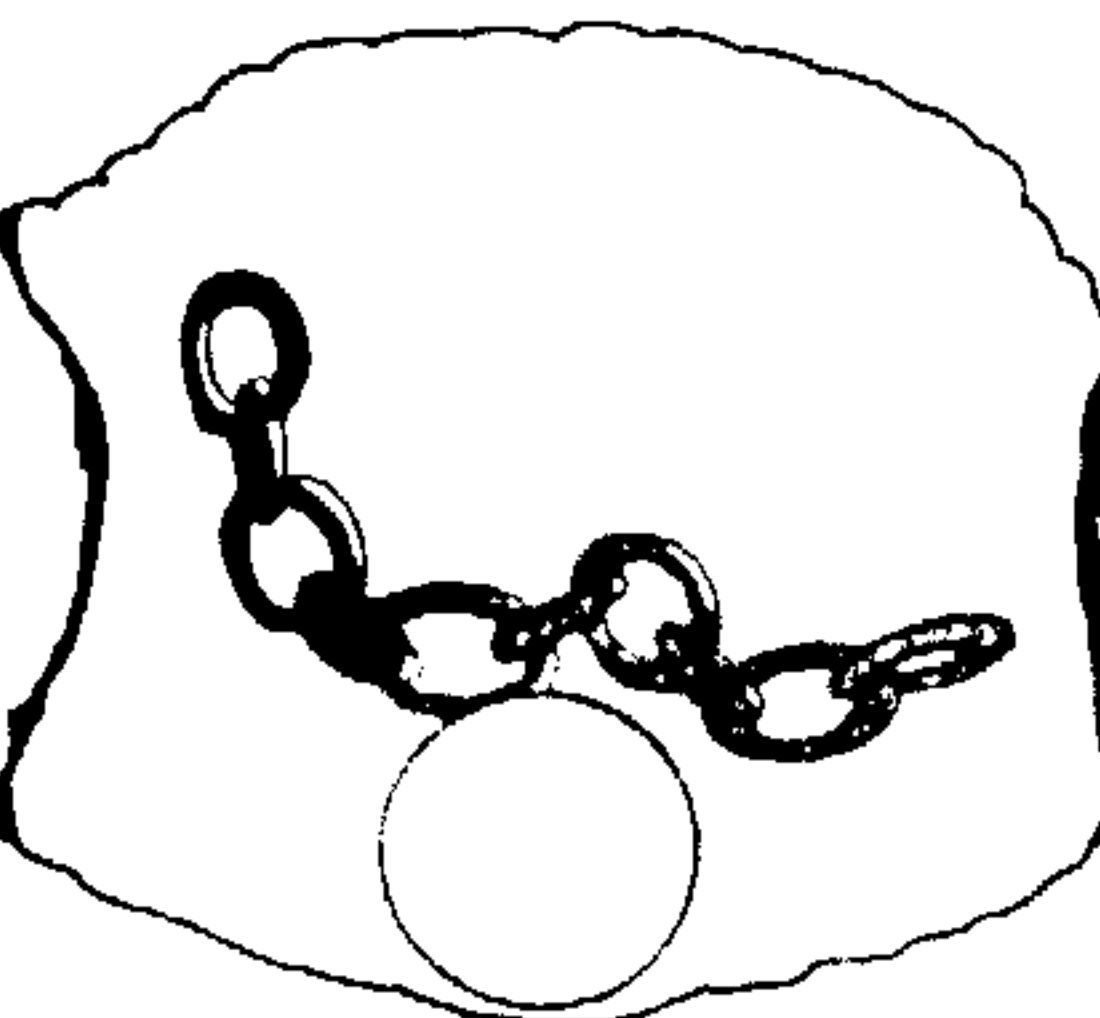
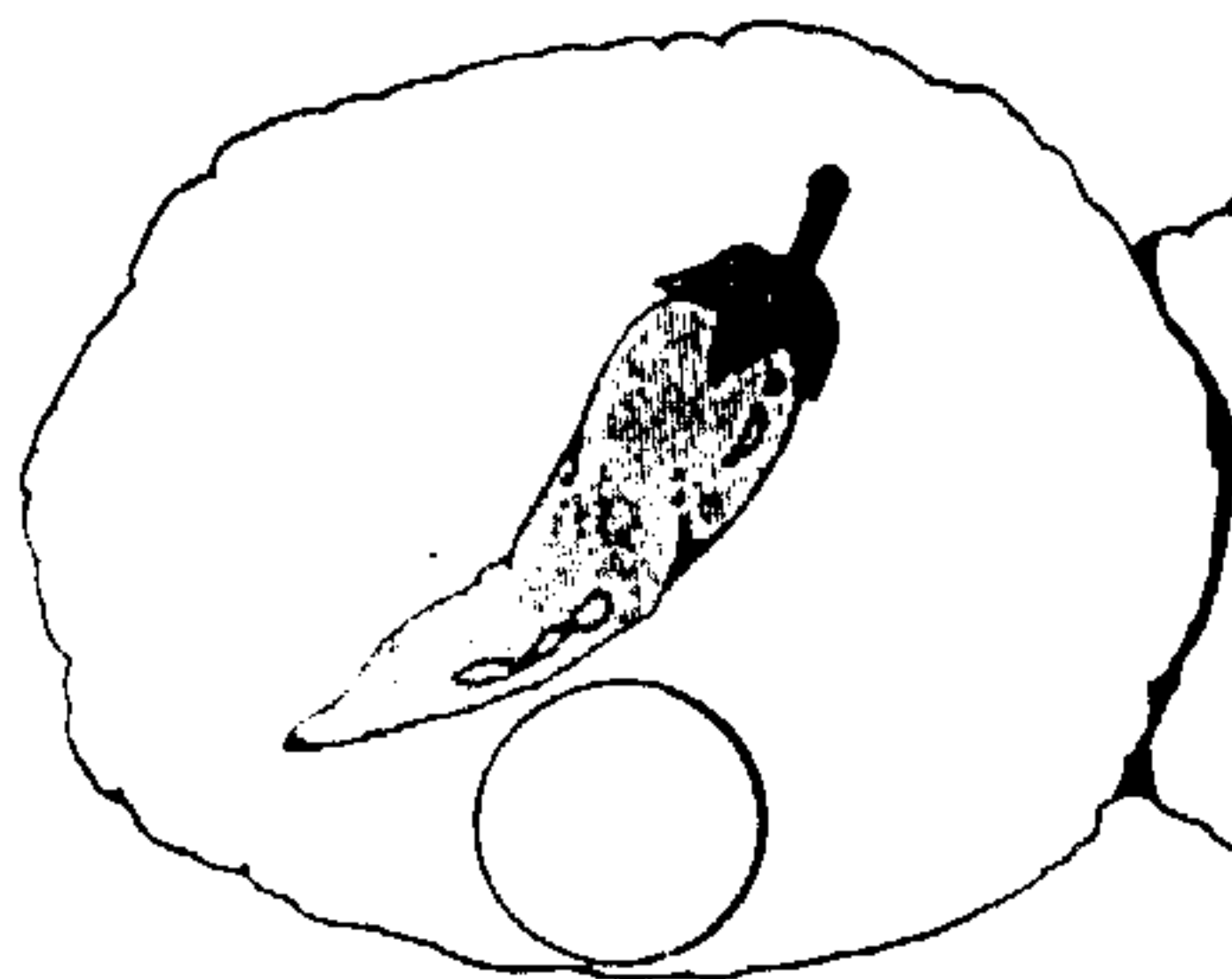
Phonics and Ear Training

A Read the words below. Circle the words which begin with the 'ch' sound.

1	chair	shell	chick	chalk	shop
2	children	sleep	chain	walk	chopsticks

B Write out the words which end with the 'ch' sound. Say the words.

match jam catch wash ______________ ______________

C Say the names of the pictures.
Which word does not begin with the 'ch' sound?
Put a tick (✓) under the picture of this word.

Level: 4 **Term: 1** **Week: 2** **Day: 2**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- listen and understand the text
-develop vocabulary

2. Function: Listen and follow

3. Activity: Grid – Filling

4. Material: Worksheet (**Animals**)

5. Procedure:

a. Preparation

Talk about different animals, their colours and sizes. Select only those animals which are included in the listening text and write their names on the board.

b. Listening

- First Listening

Clear the board when you start reading. Students only listen. In feedback ask about the names of animals only and write them names on the board.

- Second Listening

Distribute the worksheets.
Teacher reads again and students fill up the boxes.

- Feedback.

Students have peer checking first then report back to the teacher.

- Third Listening

Teacher reads again and asks questions orally. Students answer by looking at the worksheets. Make similar questions as many as you can. .

e.g.

- **What colours are monkeys?**
- **Are penguins big or smalls?**

6. Follow Up:

Choose any three animals and write two lines on each.

Listening Text

- Elephants are big Animals and they are grey in colour.
- Monkeys are usually small and they are black or brown in colour.
- There are two kinds of Kangaroos. Both kinds are big and they are either brown or grey.
- Tigers are also big animals. They are mainly orange and black.
- Crocodiles are big and long. They are green animals.
- Penguins are small animals and they are black and white in colour.
- Pandas are black and white too, but they are big animals.

Level: 4 **Term: 1** **Week: 2** **Day: 2**	**Worksheet**	**Date**

Animals

Animals	***Size***	***Colours***
Elephants	**big**	
Monkeys		**black and ....**
Kangaroos		**........................... or grey**
Tigers	**big**	**................. and ....**
Crocodiles	**big and ....**	
Penguins		**black and ....**
Pandas	**big**	**.................. and ....**

Draw animals you like and colour them.

Level: 4
Term: 1
Week: 2
Day: 3

Lesson Plan **Writing**

1. **Objectives:** The learners will be able to:
   - learn about plural form of the words
   - use plural form in sentences
2. **Function:** Using Plural Form
3. **Activity:** Gap- filling
4. **Material:** Worksheets

5. Procedure:

a. Preparation

- Talk about plural form and check how much they know about it.
- Write example sentences and explain that verb of a sentence also changes if it written in plural form.

e.g. A boy **is playing** with a ball.

Boys **are playing** with balls.

b. Worksheet (Pair Work)

Task 1: Explain each task properly, giving examples on the board.

Task 2: Explain again. If you have time, write more sentences on the board, using the given nouns form each type.

Peer checking and feedback follow each task

6. Follow Up:

Repeat task 2

Level: 4
Term: 1
Week: 2
Day: 3

Worksheet Date

Singular *means there is* ***one*** *person or thing.*
Plural *means there is* ***more*** *than one.*

Task 1: **Nouns change when they become plural. Fill in the gaps**

a. Adding – s

dog ___*dogs*___
rabbit _______
tree _______
friend _______
desk _______

b. Adding _ es

fox ___*foxes*___
box _______
dress _______
dish _______
bush _______

c. Changing – y to ies

puppy ___*puppies*___
baby _______
copy _______
story _______
jelly _______

d. Changing other letters

woman ___*Women*___
mouse _______
tooth _______
man _______
child _______

Task 2: **Rewrite these sentences in plural form.**

- The dog wants a bone.

____

- The baby is sleeping.

____

- Fox is running after a goat.

____

- Child is playing with a ball.

Level 4 Term 1 Week 2 Day 4

Note: Do not write any thing on books.

Do page 3 from Get ahead Book 5

Level 4 Term 1 Week 2 Day 5

Note: Do not write any thing on books.

Do page 4 from Get ahead Book 5

Level 4 Term 1 Week 2 Day 6

Assessment # 2

Note: Take assessment on copies.

Task 1

Circle the words having 'ch' sound.

Match	jam	wash	catch
Sleep	chain	chips	shop
Chair	book	thick	ground

Task 2 /5

Write plurals of the following singulars.

Dog

Puppy

Tooth

Bush

Story

Level : 4 Term : 1 Week: 3 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- pronounce sounds of consonant diagraph **th**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet **(th as in that)**

---

5. Procedure:

a. Explain how these two consonants produce a new - **th**- sound. They are called consonant diagraph (Do not mention it to your students) Write examples on the board.

b. Model Reading (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.

d. Worksheet
Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task.

Speech Activities and Tasks

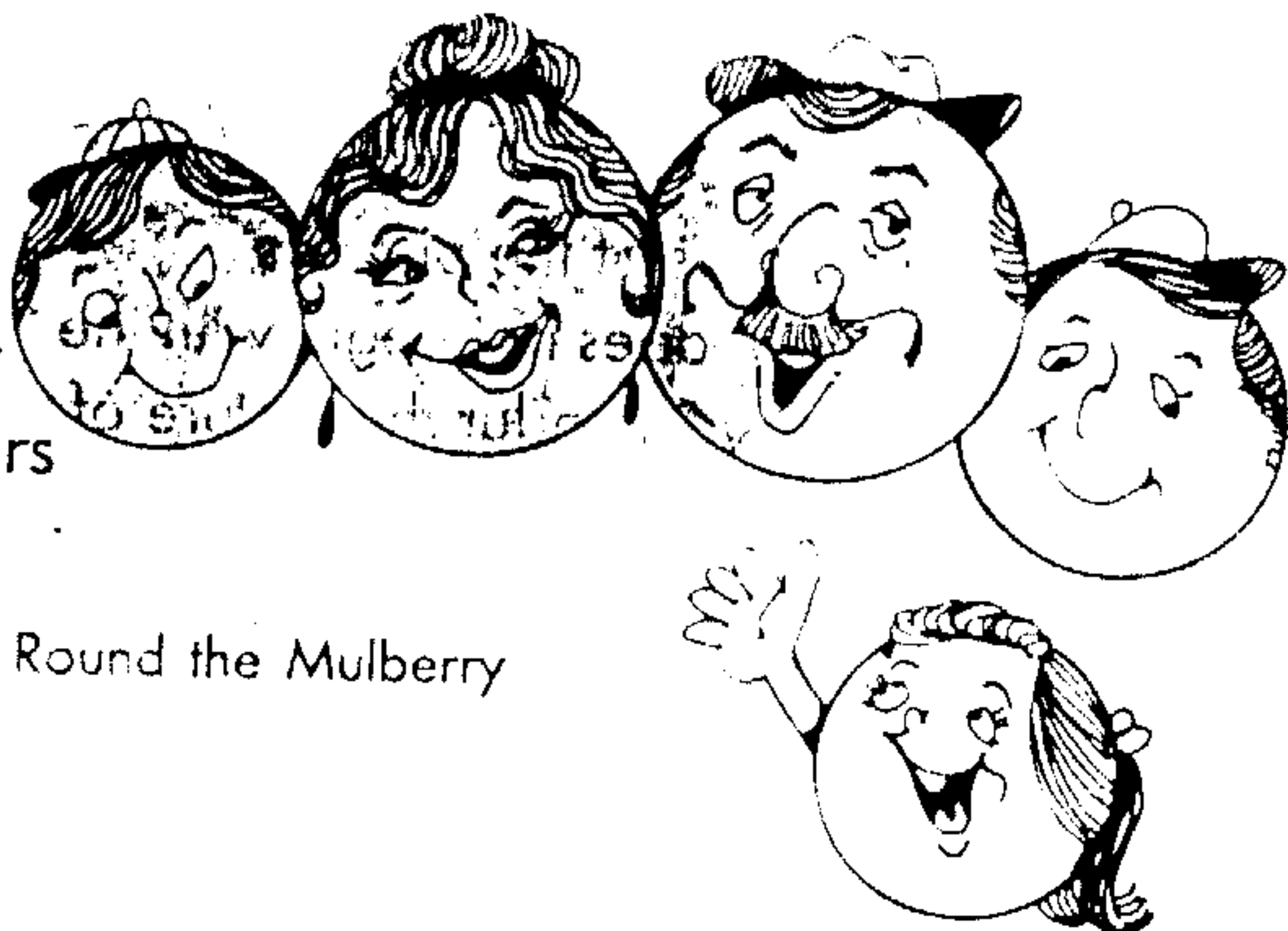
6. Follow Up:

Select one activity from the worksheet and write it on the board.

Free Writing ----------- 5 Mins.

th as in that

My Family
This is my caring **father**
And **that** is my loving **mother**
These are my two big **brothers**
We love one an**other**

(May be sung to tune of "Here We Go Round the Mulberry Bush".)

Heather

Word Meanings

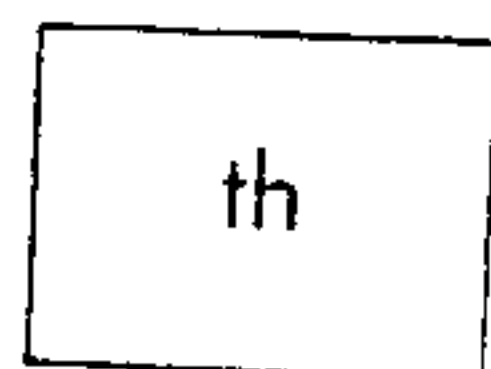
Answer the questions.

1 How many people are there in Heather's family?
There are_______________people.

2 How many brothers has Heather?
She has_______________brothers.

3 How many people are there in your family?
There are_______________.

Phonics and Ear Training

A Make words with the 'th' sound and read them. Listen for the 'th' sound.

th	_____em	_____is	fa_____er
	_____ey	_____ese	mo_____er
	_____at	_____ose	bro_____er

B Circle the words that have the 'th' sound.

1 My brother's clothes are wet.

2 These are their father and mother.

3 That is a feather duster.

Level: 4 Term: 1 Week: 3 Day: 2	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - be aware of stress and intonation in speech
2. **Function:** Pronouncing the dialogue with intonation
3. **Activity:** Drill and dialogue practice
4. **Material:** Worksheet **(dialogues)**

5. Procedure:

a. Write the lines of dialogues on the board and explain the symbol of rising and falling tones.
Circles show rising tones of the voice and arrows show the falling tones. Say the words of the dialogue properly so that your students could follow him.

b. -Say the first lines in simple plane manner without stress and intonation.
- Repeat the same lines in proper stress and intonation and explain the difference that:

Without rising and falling tone, the words sound meaningless and uninteresting and with rising and falling tone, speech gives sense and meaning.

c. You pronounce the dialogue, while putting your pencil or pointer on the draw lines around the words to show high or low pitch of your voice.

d. Worksheet

- **Choral Drill in groups**
- **Drill in pairs**
- **Role – Play**

6. Follow Up;

Write how do you greet each other

Level: 4 **Term: 1** **Week: 3** **Day: 2**	**Worksheet**	**Date**

Dialogues

Hello! ………… Good morning ……….How are you?

Good morning …………Thank you………fine.

Hi! …………. Hello……….How are you doing?

Fine…………… Thanks

Hello!…………….Where are you going?

Hi!………I'm going home.

Level: 4
Term: 1
Week: 3
Day: 3 & 4

Lesson Plan **Reading**

1. **Objectives:** The learners will be able to:
   - read with comprehension
2. **Skill:** Reading Silently
3. **Topic:** A story of Butterfly
4. **Material:** Text page (**A story of a Butterfly**), worksheets

5. **Procedure:**

a. Preparation

- Ask the following questions

  - **Do you like going to the garden?**
  - **What do you see over there?**

- Take short responses and write on the board.
- Ask them to guess and tell them that:

They are going to read about a very small thing which can fly and it has beautiful colours.

b. Text page and the Topic

- Read the story aloud. Ask them to read after you.
- Write the word **caterpillar** and ask them to say properly. Draw it on the board.

c. Worksheet

Task 1: Complete the gaps

Task 2: Write the names

Task 3: Complete the sentences

Task 4: Explain what is Exclamation Mark !

(It is put at the end of the sentences or words which express feeling or appreciation)

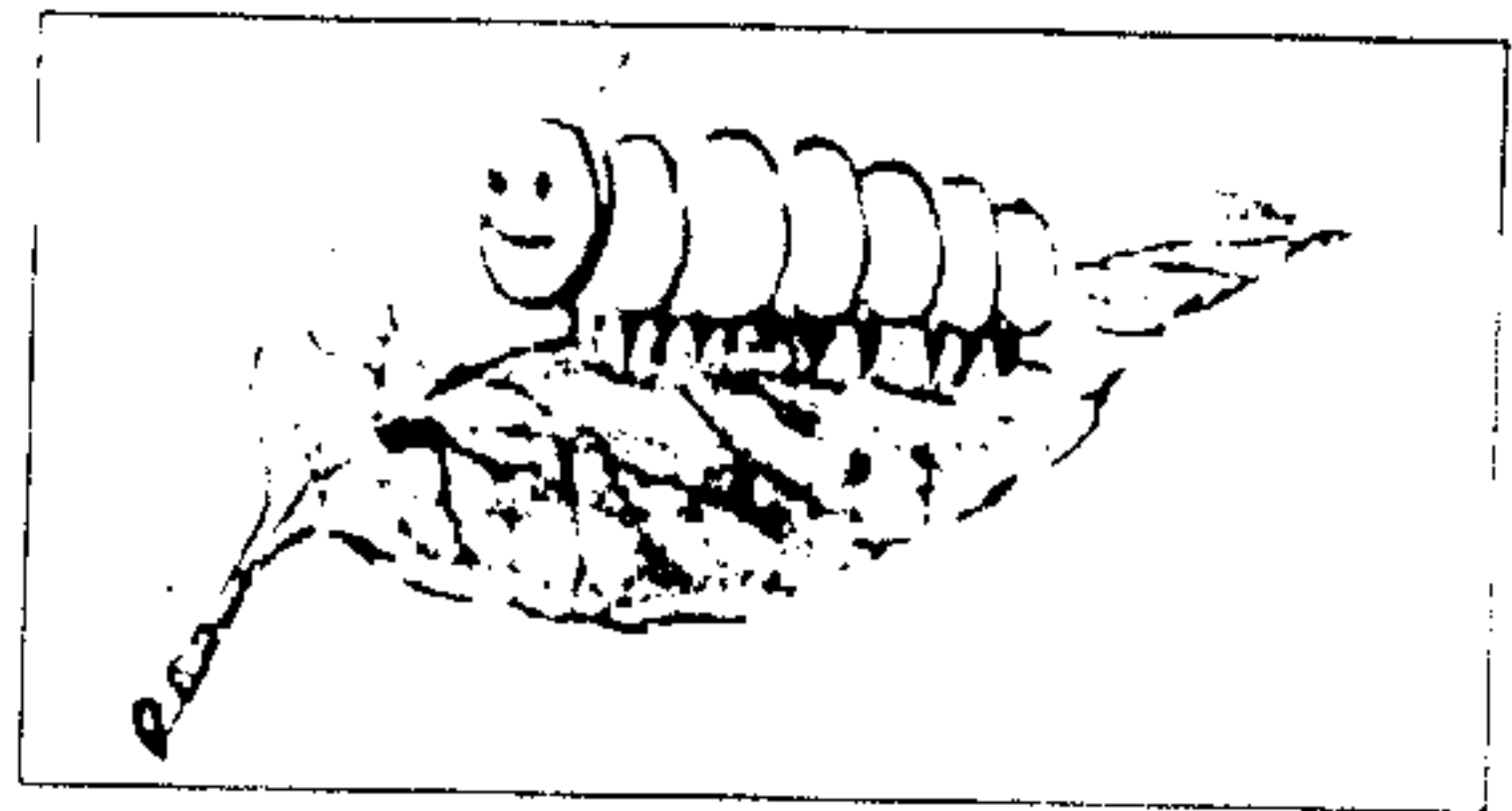
Peer checking and feedback at the end of each task

6. **Follow Up:**
   Draw a caterpillar and a butterfly.

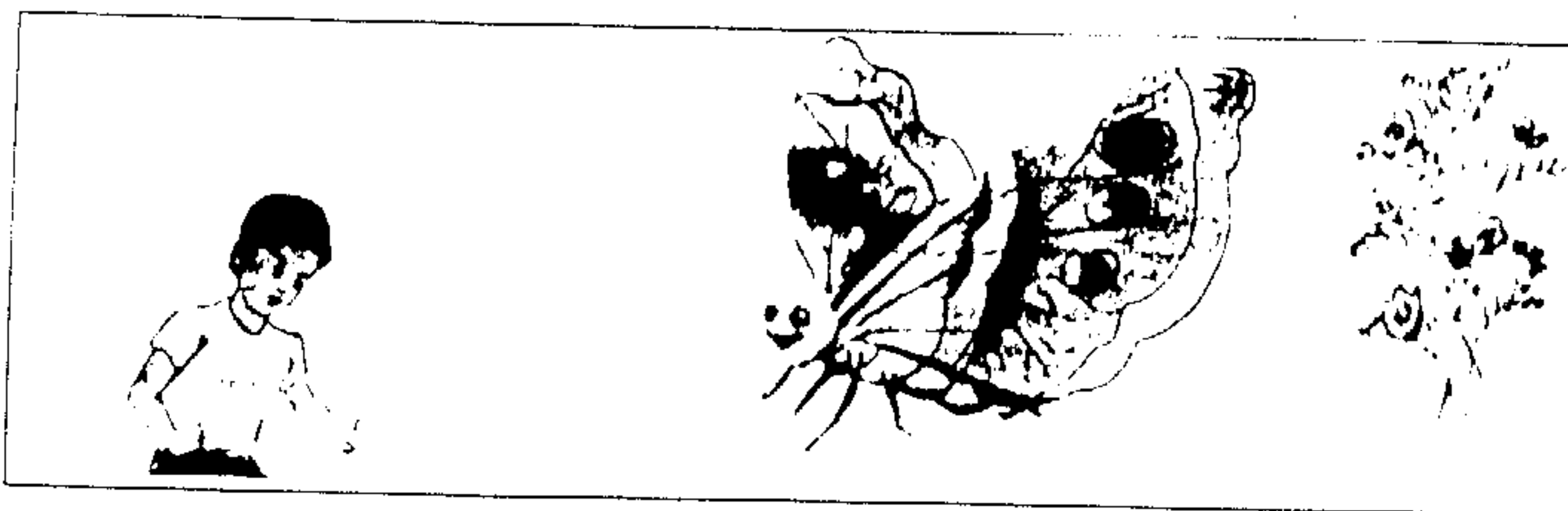
Level: 4
Term: 1
Week: 3
Day: 3 & 4

Text Page

A Story of a Butterfly

Zaheer saw a big black caterpillar with round, red spots on his back

He was sitting on a leaf.
"How are you?" said Zaheer.

"Come and see me tomorrow", said the caterpillar.

Next day, Zaheer went and said to the caterpillar,
"Where are you?"

"Here I am! Now, I'm a butterfly."
"How beautiful you are!" said Zaheer.

Level: 1
Term: 4
Week: 43
Day: 4

Worksheet Date

Task 1: Read the story and complete the gaps.

1. The colour of caterpillar was __________.
2. The caterpillar was sitting on a ____________.
3. __________ talked with the caterpillar.
4. The caterpillar changed into a ___________.

Task 2: Who said these words.

"How are you?" ________________

"Come and see me tomorrow." ________________

"How beautiful you are ! " ________________

Task 3: Complete sentences.

- First day Zaheer saw a _______________ on a leaf.
- Next day Zaheer saw a beautiful _______________.

Task 4: Put the exclamation mark (!) or full stop at the sentence.

This is a beautiful house ----------

How beautiful you are -----------

He is a nice person

How nice you are ------------

This is a lovely garden ________

How lovely is the butterfly ------------

Level 4 Term I Week 3 Day 5

Note: Do not write any thing on books.

Do page 5 from Get ahead Book 5

Level 4   Term 1   Week 3   Day 6

Assessment # 3

Note: Take assessment on copies.

Task 1   /6

Who said these words in **" a story of a butterfly"?**

" How are you?"

"Come and see me tomorrow."

"How beautiful you are!"

Task 2   /4

Put the exclamation mark (**!**) or full stop (**.**) at the sentences.

This is a beautiful house

How nice you are

How lovely is the butterfly

He is a nice person

Level: 4
Term: 1
Week: 4
Day: 1

Lesson Plan **Communication**

1. Objectives: The learners will be able to:
-pronounce sounds of consonant diagraph **th**
-distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet (**th as in thief**)

5. Procedure:

a. Explain how these two consonants produce a new - th- sound.
Explain the difference between **th as in that** and **the as in thief**. Write examples on the board.

b. Model Reading (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill
- Teacher reads one line at a time and students follow in chorus.
  - Pracitse it many times.
  - Group reading, paired reading and individual reading can also be done.

d. Worksheet
Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task

Speech Activities and Tasks

6. Follow Up:

Select one activity from the worksheet and write it on the board.

Free Writing ----------- 5 Mins.

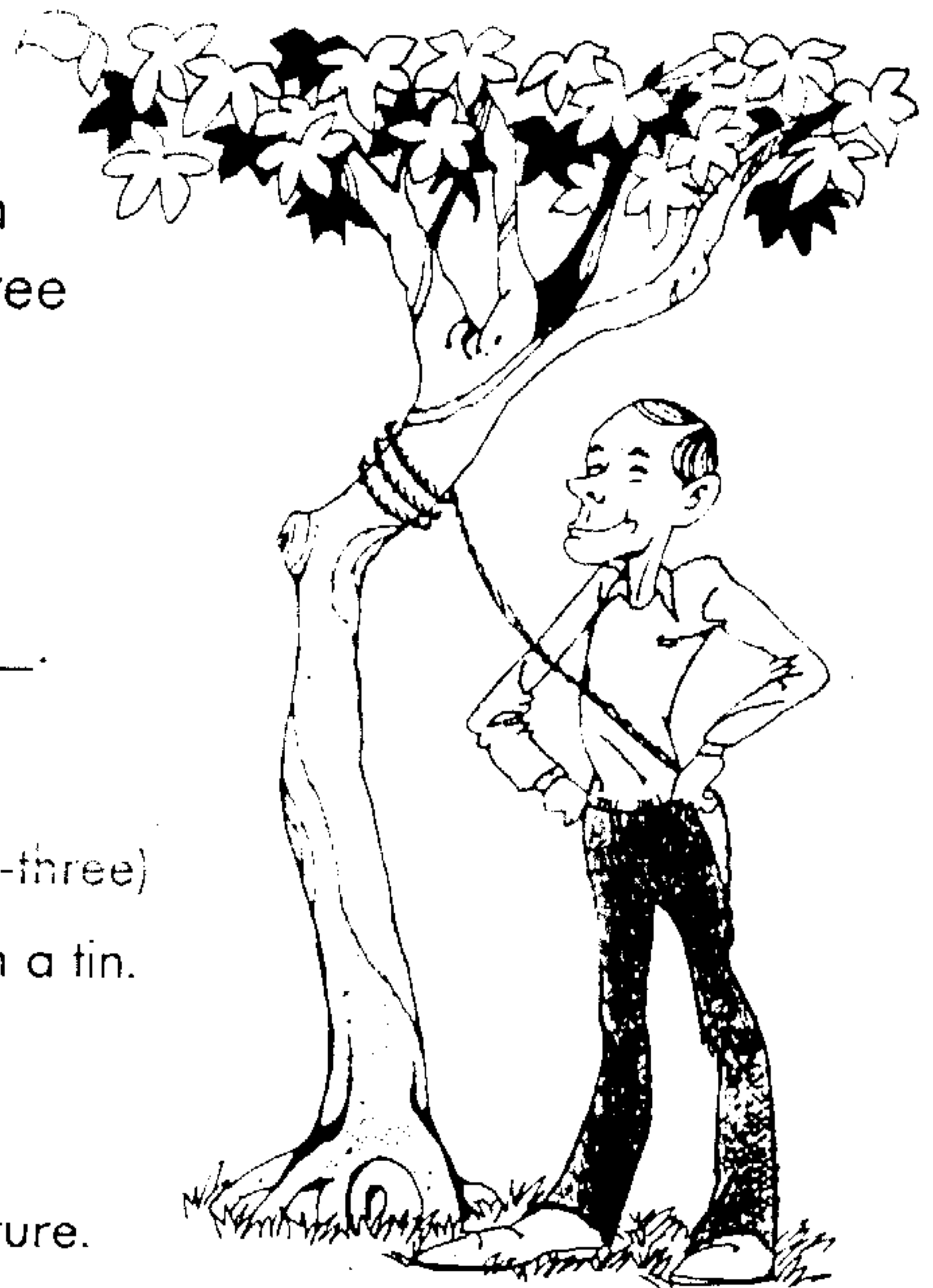
Level: 4
Term: 1
Week: 4
Day: 1

Worksheet

Communication

th as in thief
(voiced)

Tom Thumb

Tom **Thumb** is tall and very **thin**
I **think** he is nearly **thirty-three**
He finds some **thick thread** in a tin
And ties it **three** times round **the** tree

Word Meanings

Fill in the blank with the correct word.

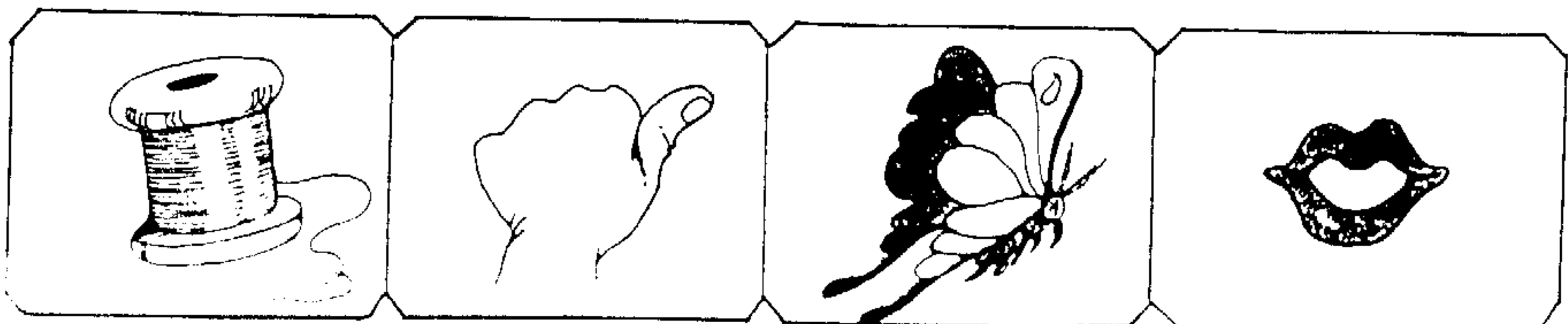
1 Tom Thumb is tall and ______________.
(thick thin three)

2 He is nearly ______________.
(thirty-one thirty-five thirty-three)

3 He finds some thick ______________ in a tin.
(thread cloth thief)

Phonics and Ear Training

A Circle the word that matches each picture.
Say the words with 'th' sound.

thread	think	cloth	path
thin	thumb	bath	fourth
thick	thief	moth	mouth

B Read the rhyme aloud. Which words have the 'th' sound? Underline and say them.

Level: 4
Term: 1
Week: 4
Day: 2

Lesson Plan **Communication**

1. Objectives: The learners will be able to:
- exchange dialogues
- talk about past events

2. Function: Asking about past events

3. Activity: Dialogue Pracitce

4. Material: Chart

5. Procedure:

a. Preparation

- Prepare them for speaking. Talk about past events. Give your own examples and write few sentences on the board.

e.g. **I washed clothes yesterday.**
I went for shopping.
I visited my aunt.

- Ask them to think about yesterday activities.

b. Dialogues

Prepare a chart for dialogues. Use two colours for two person's lines. Display the chart on the board. (Chart must be ready before the class begins).

St.1 **Hello, Amir, how are you?**
St 2 **Fine, thanks.**

St.1 **What did you do yesterday?**
St.2 **I played football.**

St.1 **Oh, really?**

c. Dialogue Practice

- **Choral Drill:** You read each line one by one and class repeats after you. Take care of intonation (rising and falling tones).
- **Group Practice:** Divide the class in two sections. One group says the lines of St.1 and the second group repeats the lines of St. 2. After having some drill, switch over the role
- **Role Play:** Take one student from each group and ask them to exchange the dialogues

d. Further Pracitce

Remove the chart and write following situations and ask them to practise in a role-play, taking one situation at a time. (you can change or add more)

went to market, visited my aunt / uncle, learned my lesson, played in the park

6. Follow Up: Write four things you did yesterday.

Level: 4
Term: 1
Week: 4
Day: 3 & 4

Lesson Plan **Writing**

1. Objectives: The learners will be able to:
- write a paragraph My village
- develop ideas about farm

2. Function: Describing places

3. Activity: Guided Writing

4. Material: Worksheets

5. Procedure:

a. Pre-Writing
- Prepare the class for writing.
- Discuss orally about the Topic – **My Village**
- Write the topic in the middle of the board. Do not write the given points at this stage.

b. Brain Storming
- Look at the worksheet and don't let the children open their worksheets at this stage.
- Ask questions about points of each heading and write points on the board under the heading as it is give in the worksheet
- You can add come some more if your students come up with new ideas.

Question Pattern

1. **What animal are there in your village?**
2. **What are the jobs of people?**
3. **What do they grow?**

c. Practice

Ask questions on each point more than once and takes responses in complete sentences orally, so that they can have practice of making and writing sentences.

d. Writing
- Make groups, taking three or four students in each group.
- Ask them to write about each heading and its relevant points. They should write four different paragraphs.
- Write the following sentences on the board which they should use in their writing

There .... in the village.
My village has ....
It has ....

c. Peer Checking

Ask them to exchange each other's work and check the work of their group members.

f. Feedback

One of the group members will stand up and read out his/her paragraph to the class.

6. Follow Up: Write a paragraph on "**My Village**".

Level: 4	Worksheet	Date
Term: 1		
Week: 4		
Day: 3 & 4		

Crops

wheat
maize
vegetable
fruits

Animals

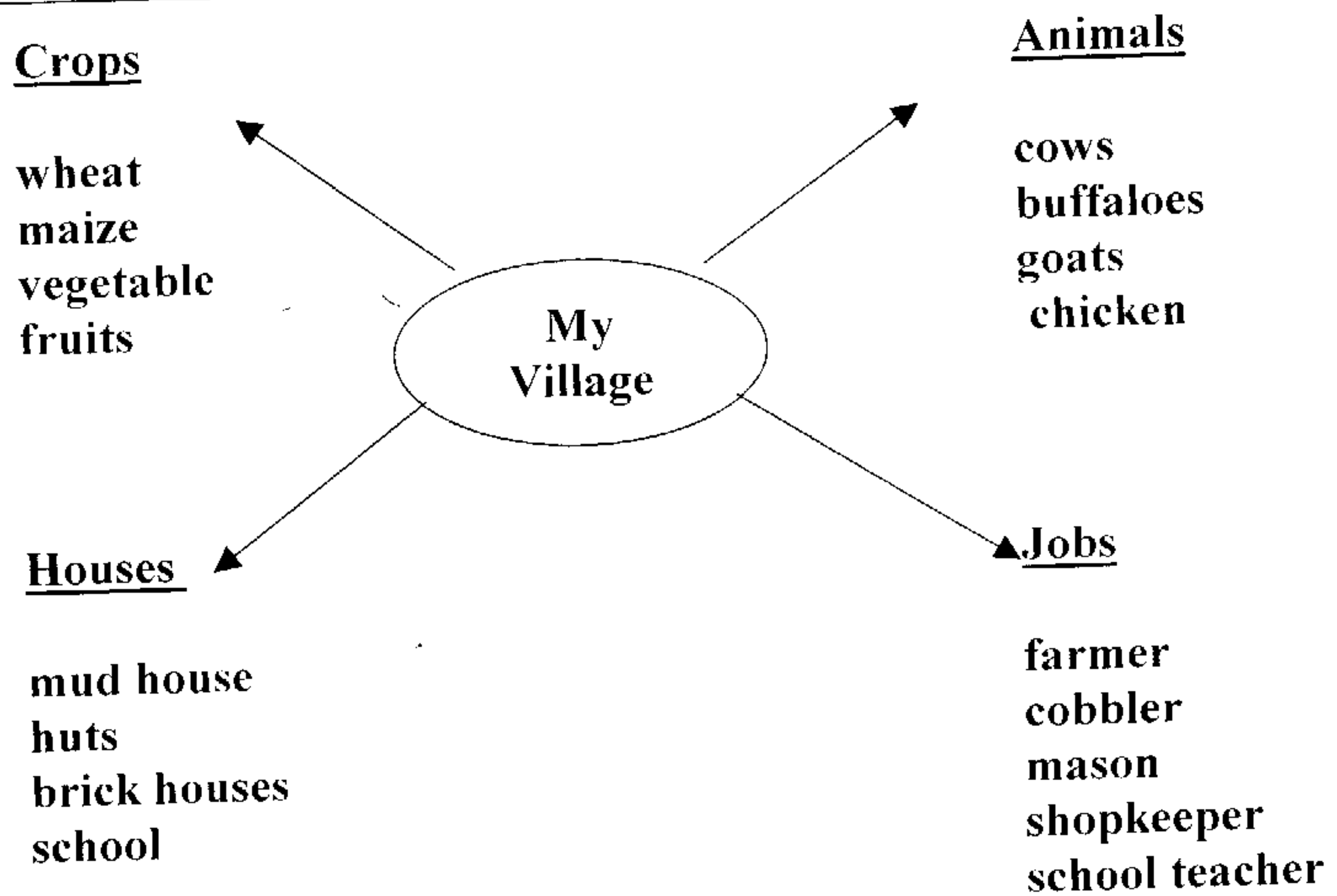
cows
buffaloes
goats
chicken

My Village

Houses

mud house
huts
brick houses
school

Jobs

farmer
cobbler
mason
shopkeeper
school teacher

Task 2: Take help form the diagram and write four paragraphs about My Village.

- Crops

____

____

- Animals

____

____

- Houses

____

____

- Jobs

____

____

Level 4 Term I Week 4 Day 5

Note: Do not write any thing on books.

Do page 6 from Get ahead Book 5

Level 4 Term 1 Week 4 Day 6

Assessment # 4

Note: Take assessment on copies.

Task 1 /6

Put the following words under their sound group.

Thread	thick	that	mother
	Bath	they	

'th' as thief 'th' as that

Task 2 /4

Write 4 sentences about your first day in class.

Level : 4 Term : 1 Week: 5 Day: 1	**lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- pronounce sounds of consonant blend – **bl**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet **(bl`as in blow)**

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5. Procedure:

a. Explain how these two consonants –**bl**- are pronounced together quickly. They are called consonant blend. (Do not mention it to yours students) Write examples on the board.

b. Model Reading (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.

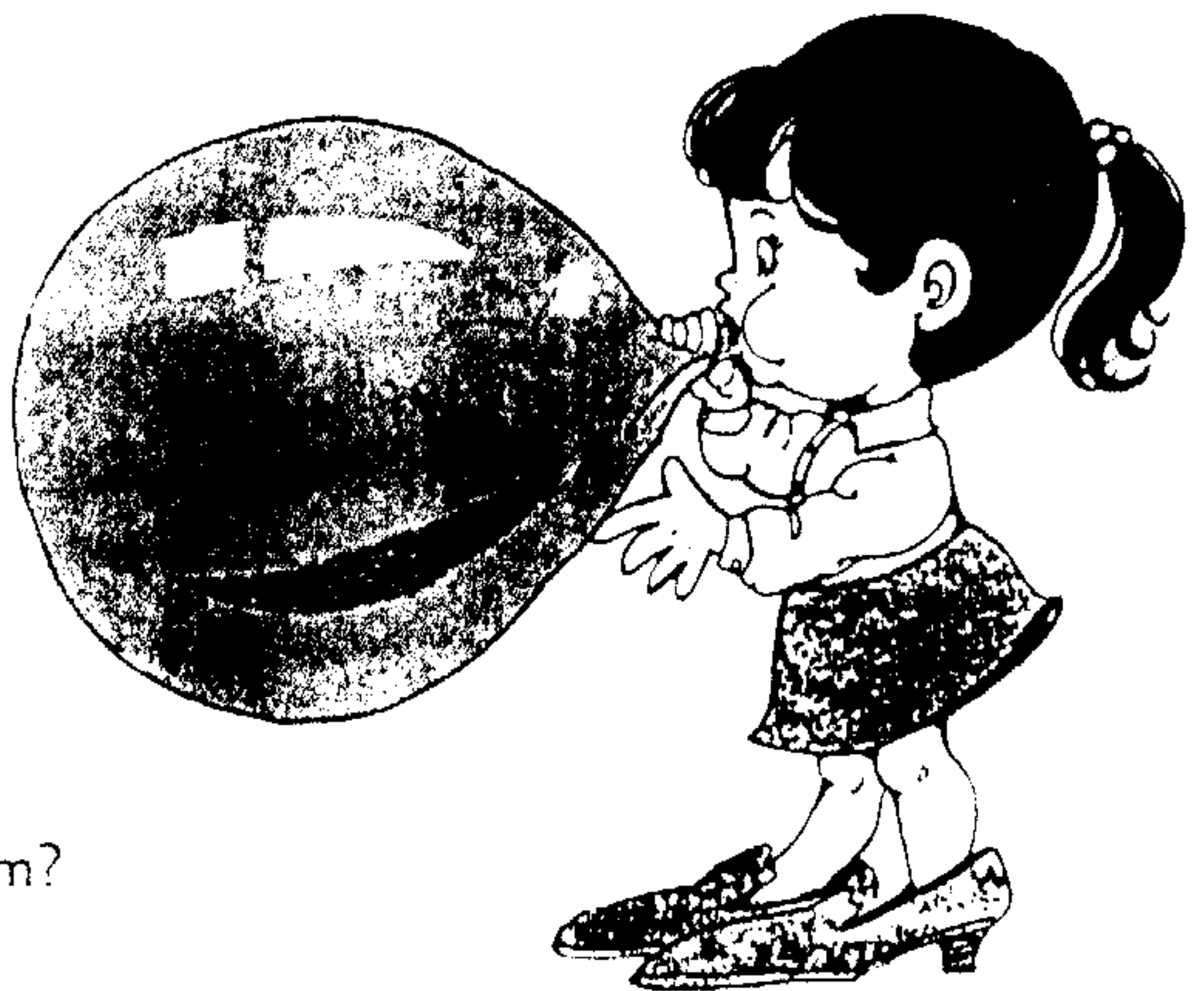
d. Worksheet
Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task

Speech Activities and Tasks

6. Follow Up:
Select one activity from the worksheet and write it on the board.

Free Writing ---------- 5 Mins.

bl as in blow

he Blue Balloon
lossum **bl**ows a **bl**ue balloon
'low **Bl**ossum **bl**ow
,low up your **bl**ue balloon
\t the Magic Show

Vord Meanings

Circle the correct answer.

1 How many balloons has Blossum?
(two three one)

2 What is the colour of her balloon?
(black brown blue)

3 What is Blossum doing to the balloon?
(holding it, blowing it, showing it)

Phonics and Ear Training

A Put 'bl' before the letters and read the words. Listen for the 'bl' sound.

____ow ____ack ____ue ____ind

____ade ____ood ____anket ____ock

C Read the sentences aloud.
Circle the word which you hear in the sentence.

1 She buys a blue blouse. blade blouse blanket

2 The boy blows up the balloon. blood block blows

Level: 4 Term: 1 Week: 5 Day: 2	Lesson Plan	Communication

1. Objectives: The learners will be able to:
ask and answer about jobs and profession

2. Function: Talking about future and the jobs

3. Activity: Dialogue practice and listening games

4. Material: Charts, slips of paper

5. Procedure:

a. Preparation

- Write the following jobs and professions on a chart and put it up on the board
- Read each word properly and ask your students to repeat after you. Check if they know about these jobs.

Chart

teacher	pilot	soldier	policeman
builder	doctor	shopkeeper	engineer
farmer	clerk	tractor man	driver

b. Ask them to think and select one job they like

c. Write the following dialogue on the board and repeat with different students, taking all professions given in the chart.

Tr. **Ahmad, what will you be when you grow up?**

St. **I may be a doctor.**

d. Further Practice

- Write the names of jobs on slips of paper and distribute among students randomly
- Repeat the dialogue of the teacher and the students give answers about the job in the slip.

e. Role Play

- Divide the class in two groups one group will say teacher's dialogue and the other group repeats students line. Take one students from each group for role play.
- Exchange the role of the groups

d. Games

Ask one of the students to tell about their friends what they want to be. (without looking at the slip of paper). The child who tells about the highest number of the students. Is the winner

e.g. **Azra may be a doctor, Riaz may be a ....**

Level 4 Term 1 Week 5 Day 3

Note: Do not write any thing on books.

Do page 7from Get ahead Book 5

Level 4 Term 1 Week 5 Day 4

Note: Do not write any thing on books.

Do page 8 from Get ahead Book 5

Level 4 Term 1 Week 5 Day 5

Note: Do not write any thing on books.

Do page 9 from Get ahead Book 5

ɜvel 4 Term 1 Week 5 Day 6

Assessment # 5

Note: Take assessment on copies.

Task 1 /10

Fill in the blanks.

Seema: hello, Saba

Saba: ____________________, Seema

Seema: How _________________ you, Saba?

Saba: I'm ______________, ______________________

Seema: Saba, this __________ my friend, Tania

Level : 4 Term : 1 Week: 6 Day: 1	Lesson Plan	Communication

1. Objectives: The learners will be able to:
- pronounce sounds of consonant blend **dr**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet **(dr as in drum)**

---

5. Procedure:

a. Explain how these two consonants –**dr**- are pronounced together quickly. They are called consonant blend. (Do not mention it to your students) write examples on the board.

b. **Model Reading** (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.

d. Worksheet

Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task.

Speech Activities and Tasks

6. Follow Up:

Select one activity from the worksheet and write it on the board.

Free Writing ----------- (5 Mins.)

Level: 4	Worksheet	Communication
Term: 1		
Week: 6		
Day: 1		

dr as in drum

A

Drops of Water

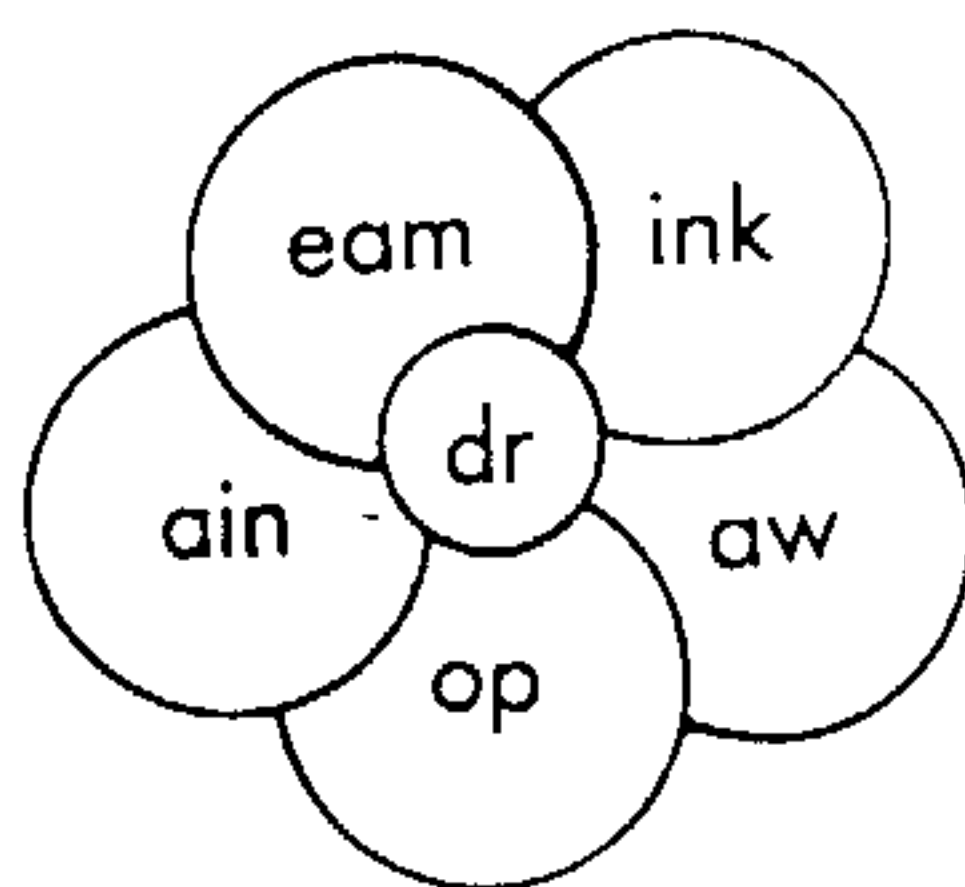
Little **drops** of water
Drip, **drip**, **drippety drip**
Dripping from **Dreamy**'s **dress**
Into the **drain** – **drippety drip**

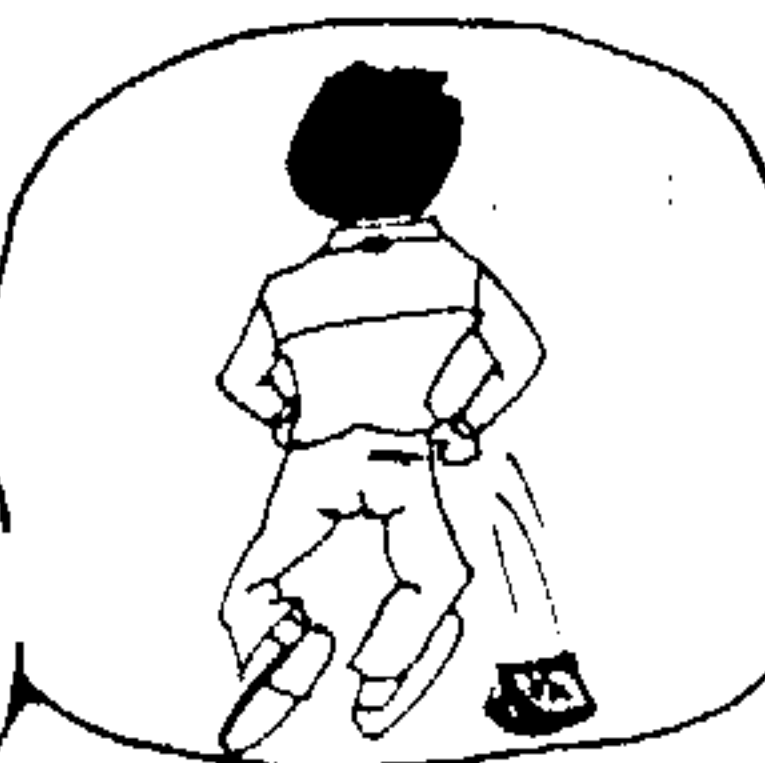
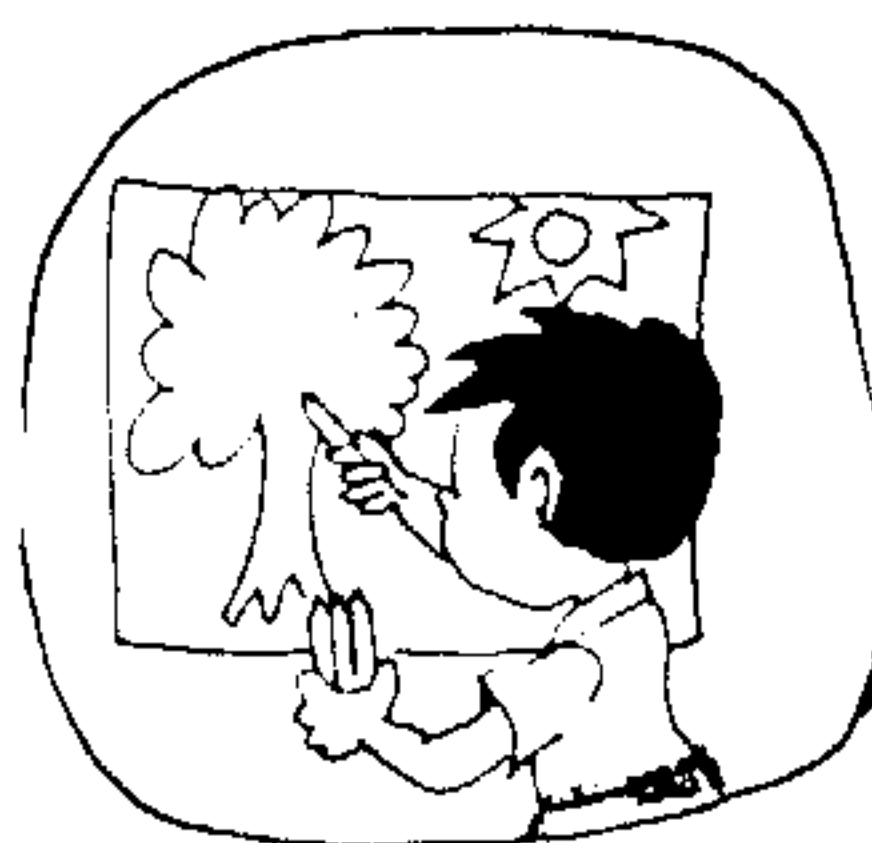
oh dear!
Water is dripping from my dress.

Phonics and Ear Training

B Form words with the 'dr' sound and read them.
Listen for the 'dr' sound.

1 ____________
2 ____________
3 ____________
4 ____________
5 ____________

dr: eam, ink, ain, aw, op

Match the words above with the pictures below.

____________ ____________ ____________ ____________

Read the sentence. Circle the words that have the 'dr' sound.

Oh dear! The drops of water are dripping into the drain.

Level: 4 Term: 1 Week: 6 Day: 2	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- listen and understand a story
- listen and respond

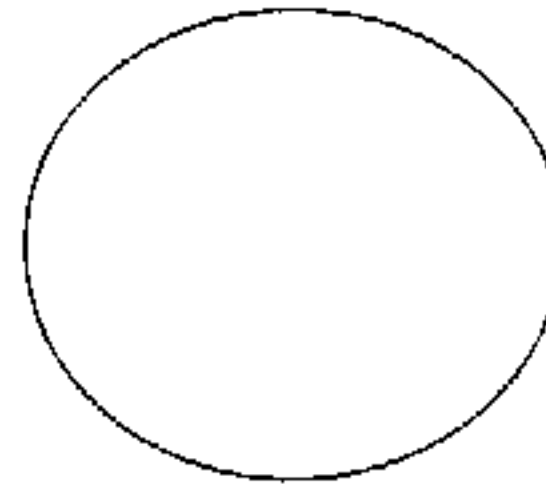
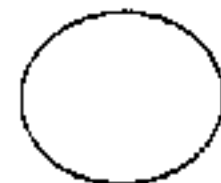
2. Function: Following story events

3. Activity: Listen from cassette-player

4. Material: Worksheet (**Clifford Takes a Trip**), Cassette and C. Player

5. Procedure:

a. Preparation

- Prepare the class for listening to a story from the cassette player. The story is about an animal who is a very loving and faithful and looks after his master. Ask them to guess (Students guess and tell the name- **dog**)
- Explain that this dog is not like other dogs. He is very very big. Such as, (Draw the dog, on the board in the following size).

- Write the word **howl and growl** and explain by the following examples.

When dogs are sad they __________ at night (howl)

When children throw stones at the dogs, they ________ at them (growl)

b. 1st Listening (Oral Discussion)

Play the cassette up to .... "Some left him the lady next door" and stop the cassette. Ask them to do the **Task 1**

Task 1: Ask some more questions orally such as ....

1. **Do the family go for vacation on long trips?**
2. **Why?**
3. **Where do they usually go?**
4. **When did they go last year?**
5. **Where did they leave the Clifford?**

2nd Listening

Play the cassette again from the beginning to the end and ask them to do Task 2 on their worksheets (**Right or Wrong**)

3rd Listening

Play the cassette again from the beginning and ask them to do **Task 3**. Explain the task.

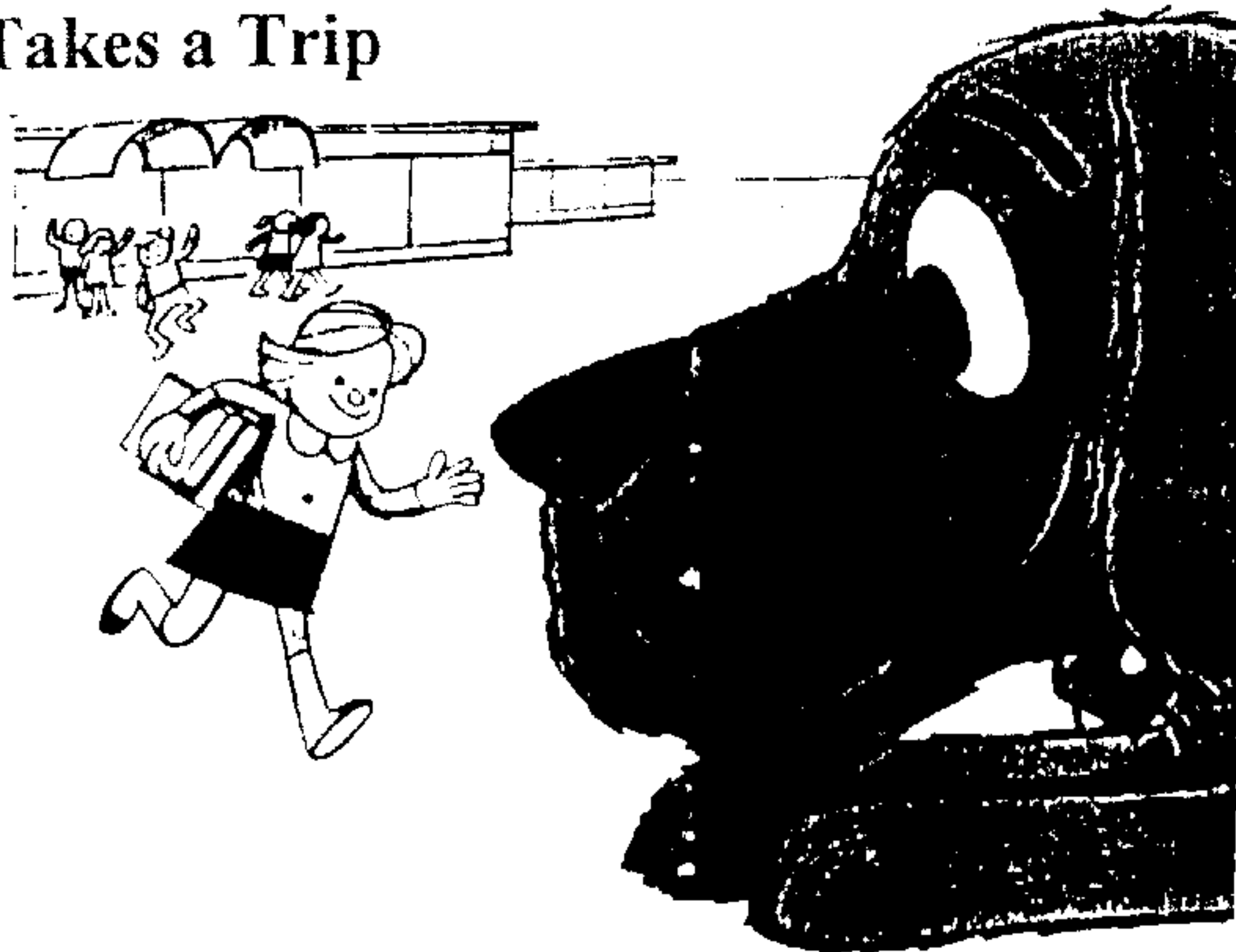
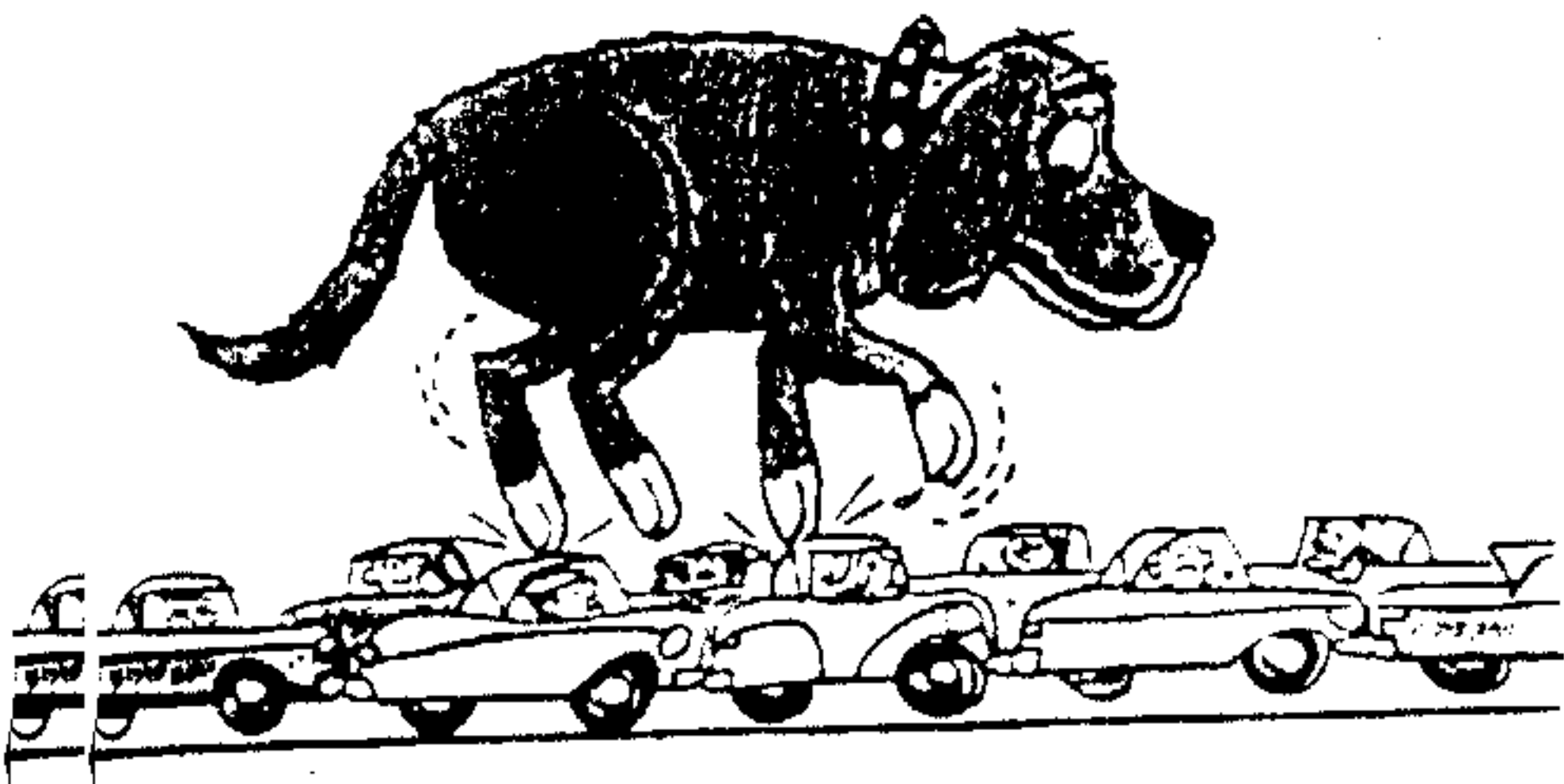
Peer checking and feedback follows each task

c. Ask oral questions about the whole story and students should give answers with the help of worksheets in their hands

6. Follow Up:

Draw a small dog and a very big dog in your copies and give names to these dogs.

Level: 4 Term: 1 Week: 6 Day: 2	Worksheet	Date

Clifford Takes a Trip

Task 1: Listen and write

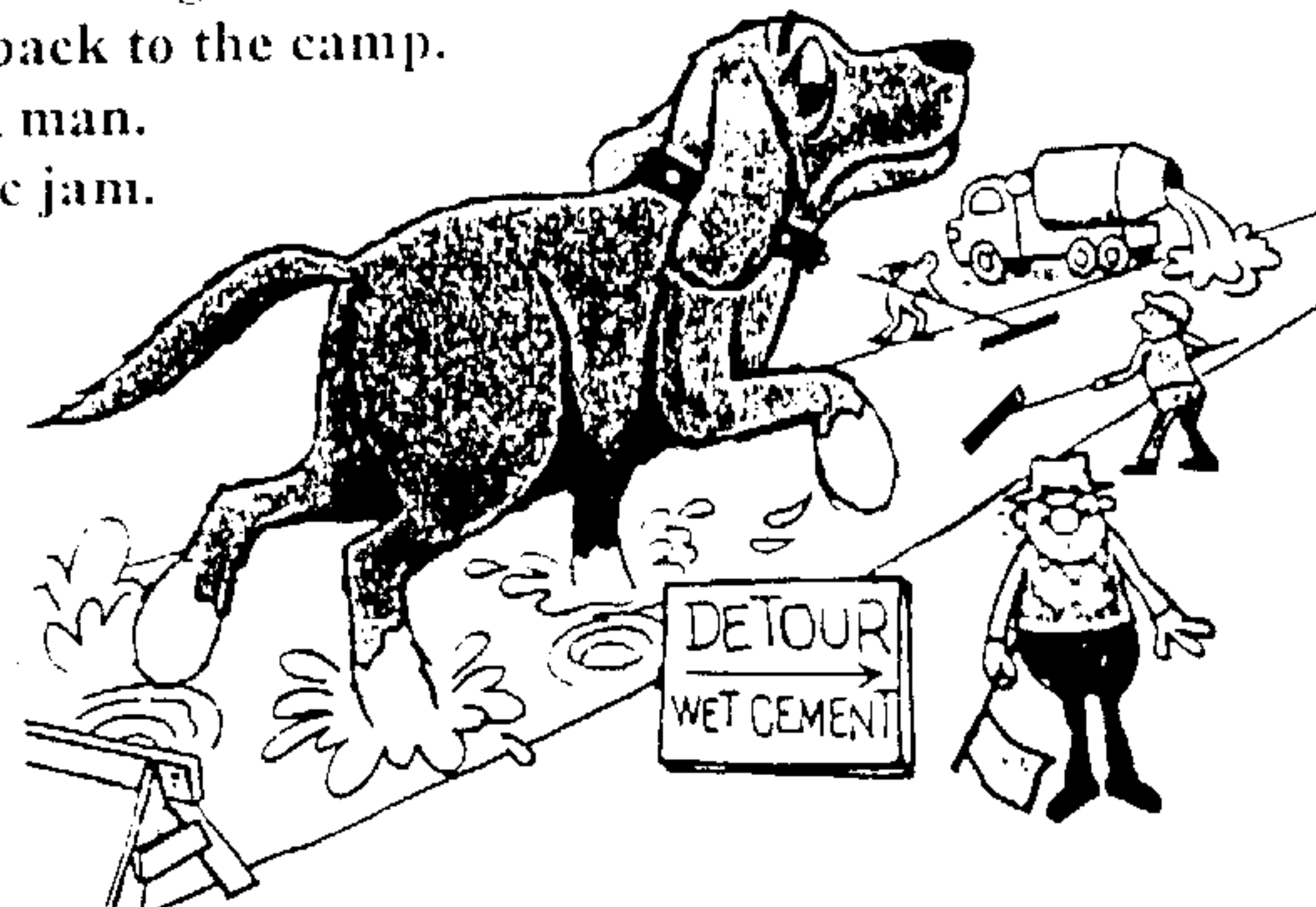
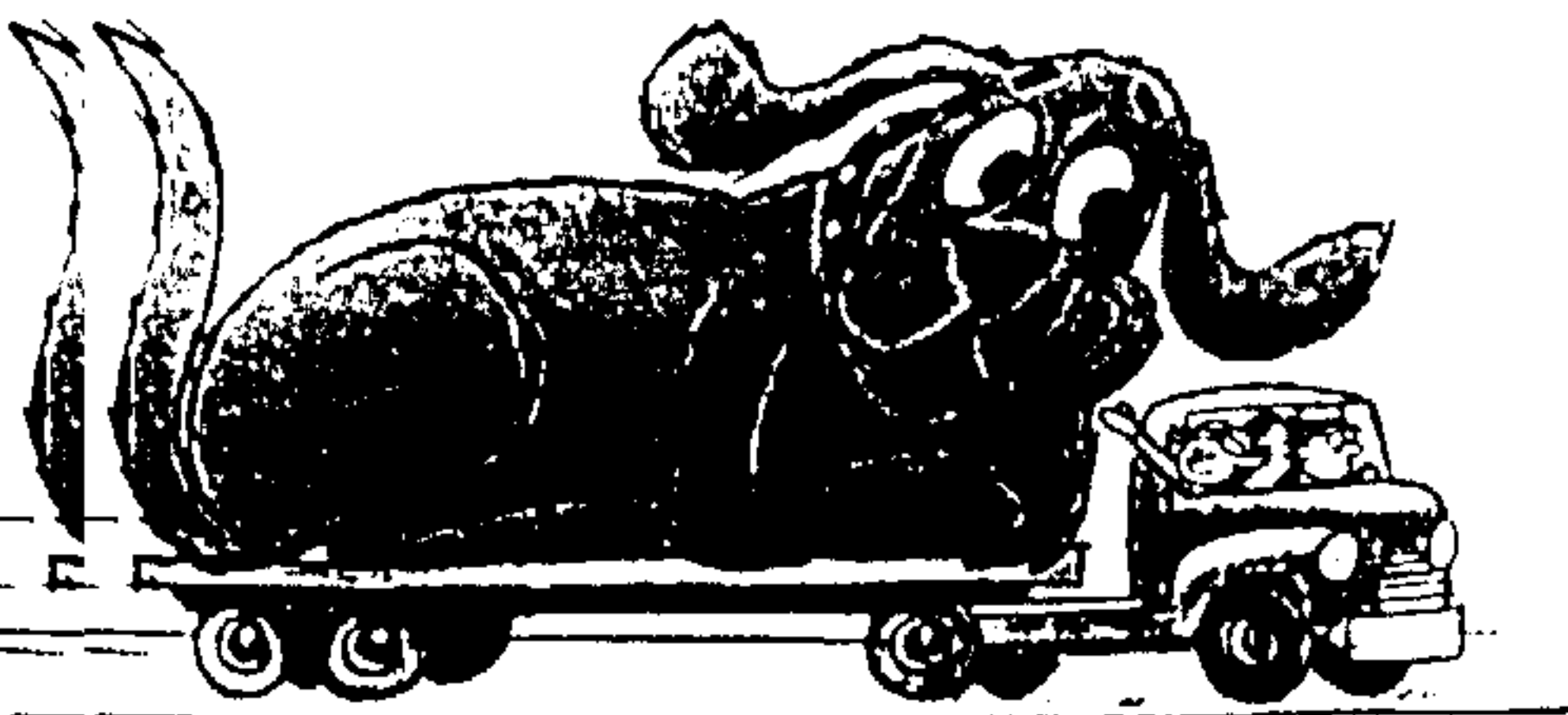
Clifford is the names of a ________________

Emily is the names of a ________________

Task 2: Put √ for correct and × for wrong sentences.

- Emily's family went for picnic to the mountain. ______
- Clifford also went with them. ______
- Clifford was lonely so he howled all night. ______
- Some one threw a stone at him. ______
- Clifford set out to find Emily's family. ______
- People on the way made him trouble. ______

Task 3: Give numbers to the events as Clifford faced on his way.

- ______He met on old woman.
- ______He crossed over cement.
- ______He came to a toll bridge.
- ______He took us all back to the camp.
- ______He saw a truck man.
- ______He saw a traffic jam.

DETOUR
WET CEMENT

Level: 4 Term: 1 Week: 6 Day: 3	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- recite poem in rhythm
- enjoy poem reading

2. Skills: Reading for pleasure

3. Topic: This Happy Day (Poem)

4. Material: Poem Page (**This Happy Day**)

5. Procedure:

a. Pre – Reading

Ask the followings:

How do we greet each other, when we meet in the morning, in the afternoon in the evening.

b. Poem Page

Discuss the picture on the page and ask few questions

c. Poem Reading

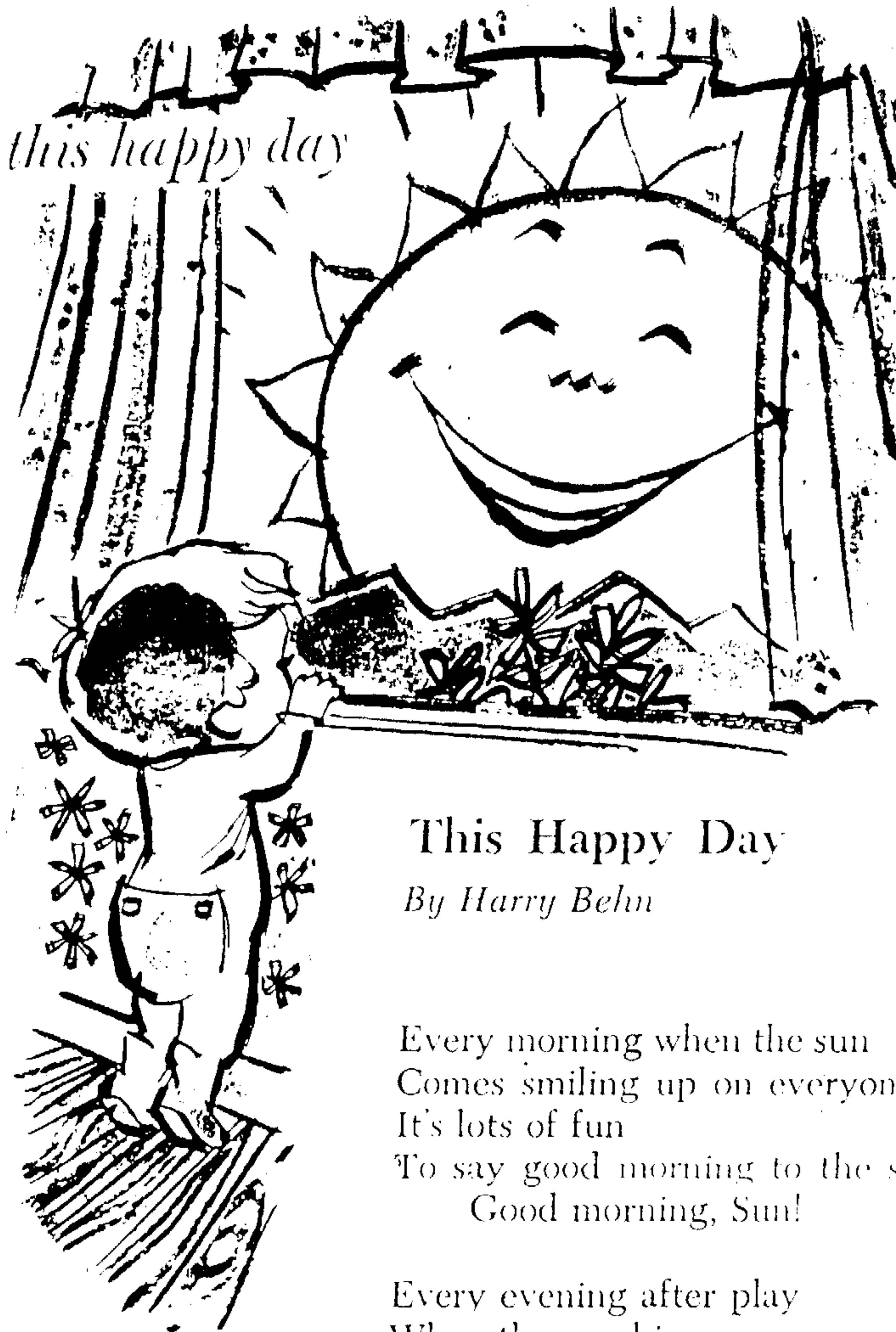
Follow the suggested procedure. **(See orientation pages given at the back)**

d. Worksheet

Help them in doing the task. Pair work, pair checking and feedback follows each task.

6. Follow Up:

"Copy the poem and draw a picture of Sun"

Free Writing ---------- (5 Mins.)

this happy day

This Happy Day

By Harry Behn

Every morning when the sun
Comes smiling up on everyone,
It's lots of fun
To say good morning to the sun.
Good morning, Sun!

Every evening after play
When the sunshine goes away,
It's nice to say,
Thank you for this happy day,
This happy day!

Level 4 Term 1 Week 6 Day 4

Note: Do not write any thing on books.

Do page 10 from Get ahead Book 5

Level 4 Term 1 Week 6 Day 5

Note: Do not write any thing on books.

Do page 11 from Get ahead Book 5

Level 4   Term 1   Week 6   Day 6

Assessment # 6

Note: Take assessment on copies.

Task 1   /4

Write the rhyming words

Play ______________ ______________

Sun ______________ ______________

Task 2   /4

Make 2 sentences using 'is ' or 'are'

Task 3   Complete the sentences

At school break, I

____

____

____

Level : 4 Term : 1 Week: 7 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- pronounce sounds of consonant blend – **tr**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet **(tr as in truck)**

---

5. Procedure:

a. Explain how these two consonants –**tr**- are pronounced together quickly. They are called consonant blend. (Do not mention it to your students). write examples on the board.

b. **Model Reading** (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. **Choral Drill**
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.

d. **Worksheet**
Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task.

Speech Activities and Tasks

6. Follow Up:

Select one activity from the worksheet and write it on the board.

Free Writing ---------- (5 Mins.)

Level: 4		
Term: 1	Worksheet	Communication
Week: 7		
Day: 1		

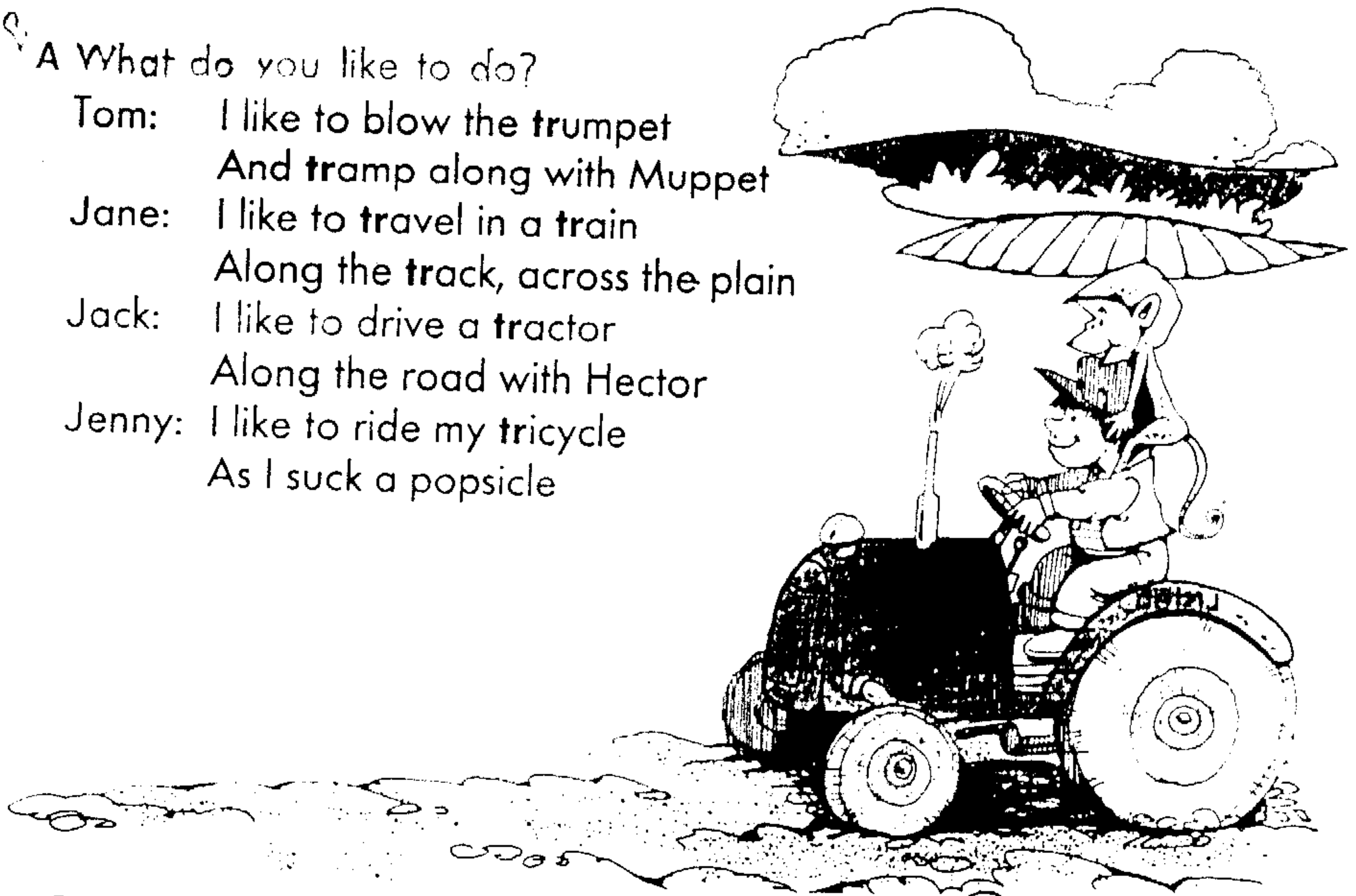
tr as in truck

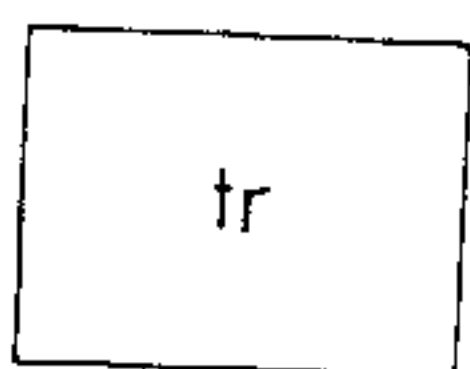
A What do you like to do?

Tom: I like to blow the **tr**umpet
And **tr**amp along with Muppet

Jane: I like to **tr**avel in a **tr**ain
Along the **tr**ack, across the plain

Jack: I like to drive a **tr**actor
Along the road with Hector

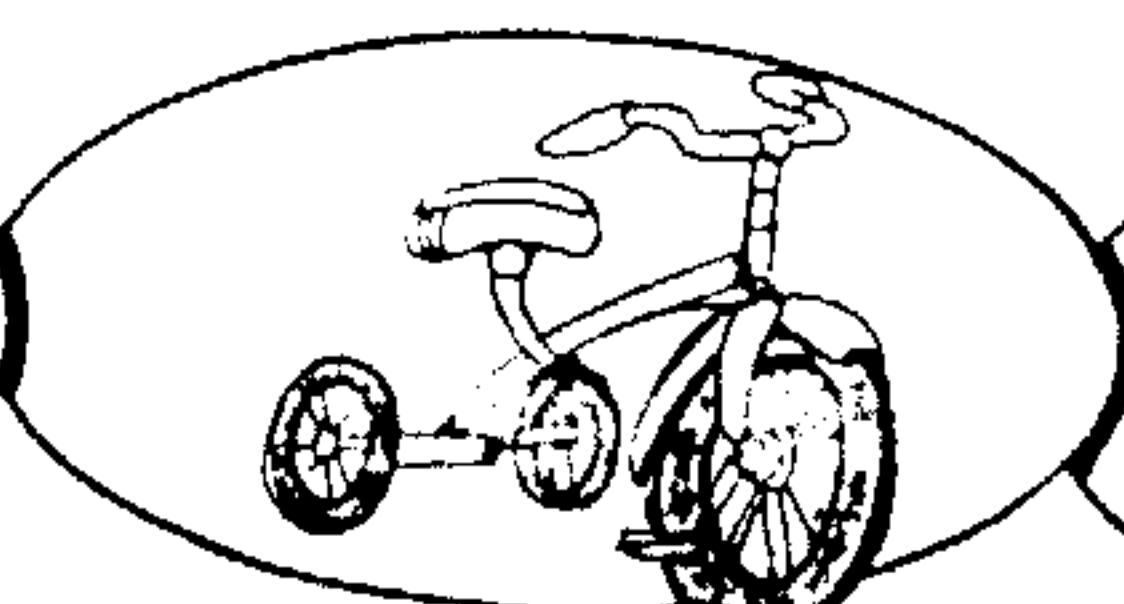
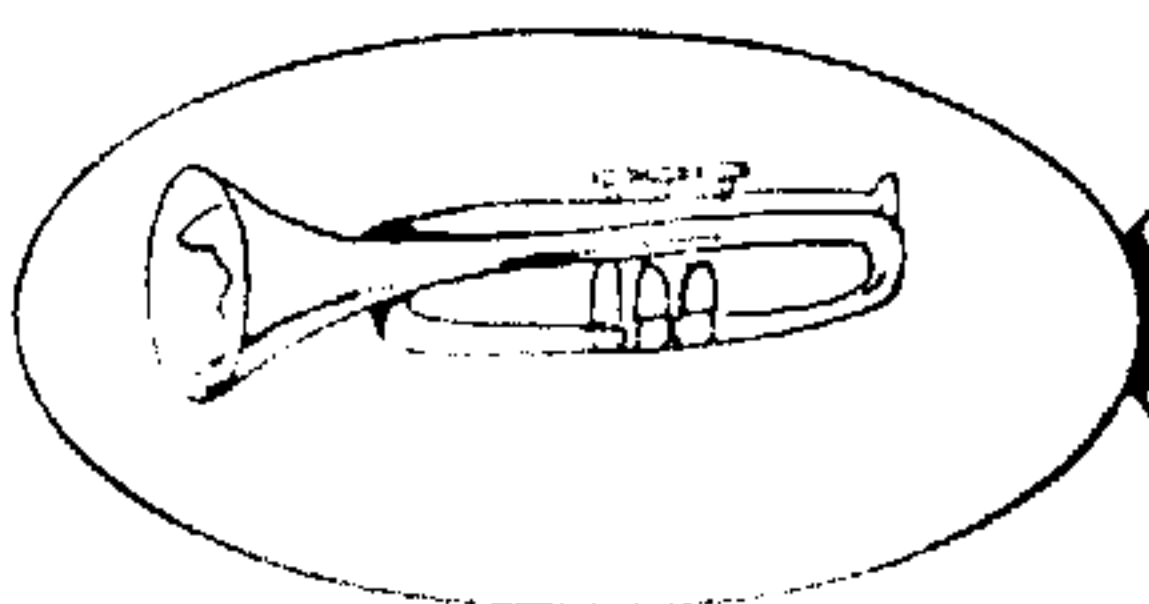
Jenny: I like to ride my **tr**icycle
As I suck a popsicle

B Make words with 'tr' and read them. Listen for the 'tr' sound.

tr

____ain ____ace ____ay
____ick ____ap ____ack
____unk ____ee ____uck

C Read the sentences and underline the words with the 'tr' sound.

1 The boy rides the tricycle round the tree.

2 Ali tries to blow the trumpet.

D Match the underlined words above with the pictures below. Write the words under the correct pictures.

Level: 4 Term: 1 Week: 7 Day: 2	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- listen and follow
- learn the spelling

2. Function: Learning the spelling

3. Activity: Listening (**Dictation**)

4. Material: Worksheets

5. Procedure:

a. - Prepare your class for dictation.

b. Worksheets

- Write the examples sentences on the board. Use the pattern give in the worksheets and explains how they will put slash (/) after each word after listening a sentence.

T- H-I-S / IS / A/ B-O-O-K **(This is a book)**

Task 1 - You say the sentences (given below) one by one and students separate the words by putting a slash (/) after each word to make sentences.
- Take feedback orally for each sentence

Task 2: (Pair Work)
Students will check each other's sentences and then write the above sentences on the given lines as they write normally. If you have more time check the spelling of the words orally.

Follow Up: Write as many sentences as you remember.

ELEPHANT CAN SWIM.

BUTTER FLY IS BEAUTIFUL.

THEY ARE EATING LUNCH.

PUSSY IS PLAYING WITH ME.

THE TRACTOR IS A FARM MACHINE.

THIS TREE IS BIG.

I PLAY FOOTBALL ON MONDAY.

HE WANTS ICECREAM.

THE CLOTHES ARE ON THE BED.

Level: 4 Term: 1 Week: 7 Day: 2	Worksheet	Date

Task 1: **Listen and separate the words by putting / (Slash) after the words.**

E-L-E-P-H-A-N-T C-A-N S-W-I-M.

____

B-U-T-T-E-R-F-L-Y I-S B-E-A-U-T-I-F-U-L.

____

T-H-E-Y A-R-E E-A-T-I-N-G L-U-N-C-H.

____

P-U-S-S-Y I-S P-L-A-Y-I-N-G W-I-T-H M-E.

____

T-H-E T-R-A-C-T-O-R I-S A- F-A-R-M M-A-C-H-I-N-E.

____

T-H-I-S T-R-E-E I-S B-I-G.

____

I- P-L-A-Y- F-O-O-T-B-A-L-L- O-N M-O-N-D-A-Y.

____

H-E W-A-N-T-S I-C-E C-R-E-A-M.

____

T-H-E C-L-O-T-H-S A-R-E O-N T-H-E B-E-D.

____

Task 2: **Write sentences on the line in your own way.**

Level: 4 Term: 1 Week: 7 Day: 3 & 4	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   - develop vocabulary
   - learn synonyms
2. **Function:** Increasing Vocabulary
3. **Activity:** Matching and Box filling
4. **Material:** Worksheet (**Synonyms**)

5. Procedure:

a. Check if they know about synonyms. Explain and write on the board.

> **Some words have same meanings.**
> **They are called Synonyms**

e.g. **small** ________ **little**
neat ________ **clean**

b. Worksheet

Task 1: Ask them to read out the words together before doing the task. Explain the task and the concept of synonyms.

Task 2: Draw the columns on the board and put one word (only)in each column. Discuss all words orally, then ask them to do themselves.

Pair Work, Peer checking and feedback

6. Follow Up:

Write ten pairs of synonyms

Level: 4 Term: 1 Week: 7 Day: 3 & 4	Worksheet	Date

(Synonyms)

Task 1: Join the words that mean the same. One has been done for you.

answer	begin	assist	scared
start	little	stop	gift
big	talk	fall	help
repair	reply	finish	halt
speak	large	afraid	drop
small	mend	present	end

Task 2: Now, look at this wall of words:

great, move

tell, come, huge, call

hurry, large, pretty, fat, utter

bright, shout, walk, rush, talk, whisper

handsome, speak, grand, run, ask, smart, lovely

Put them in the right boxes:

Words like big	*Words like* beautiful	*Words like* go	*Works like* say

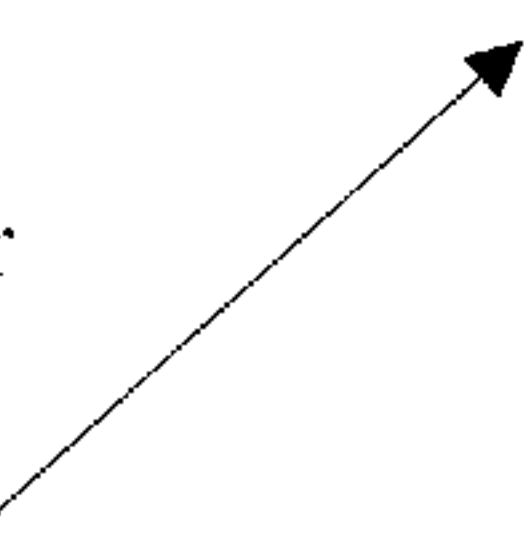
Level 4 Term 1 Week 7 Day 5

Note: Do not write any thing on books.

Do page 12 from Get ahead Book 5

Level 4 Term 1 Week 7 Day 6

Assessment # 7

Note: Take assessment on copies.

Task 1 /5

Write 5 words starting with 'tr'.

Task 2

Join the words that mean the same. One has been done for you.

Answer	begin
Start	little
Big	talk
Repair	reply
Speak	large
Small	mend

Level : 4 Term : 1 Week: 8 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
-pronounce sounds of consonant blend -- **gr**
-distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet **(gr as in grass)**

5. Procedure:

a. Explain how these two consonants –**gr-** are pronounced together quickly. They are called consonant blend. (Do not mention it to your students). Write examples on the board.

b. **Model Reading** (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.

Worksheet
Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task.

Speech Activities and Tasks

6. Follow Up:

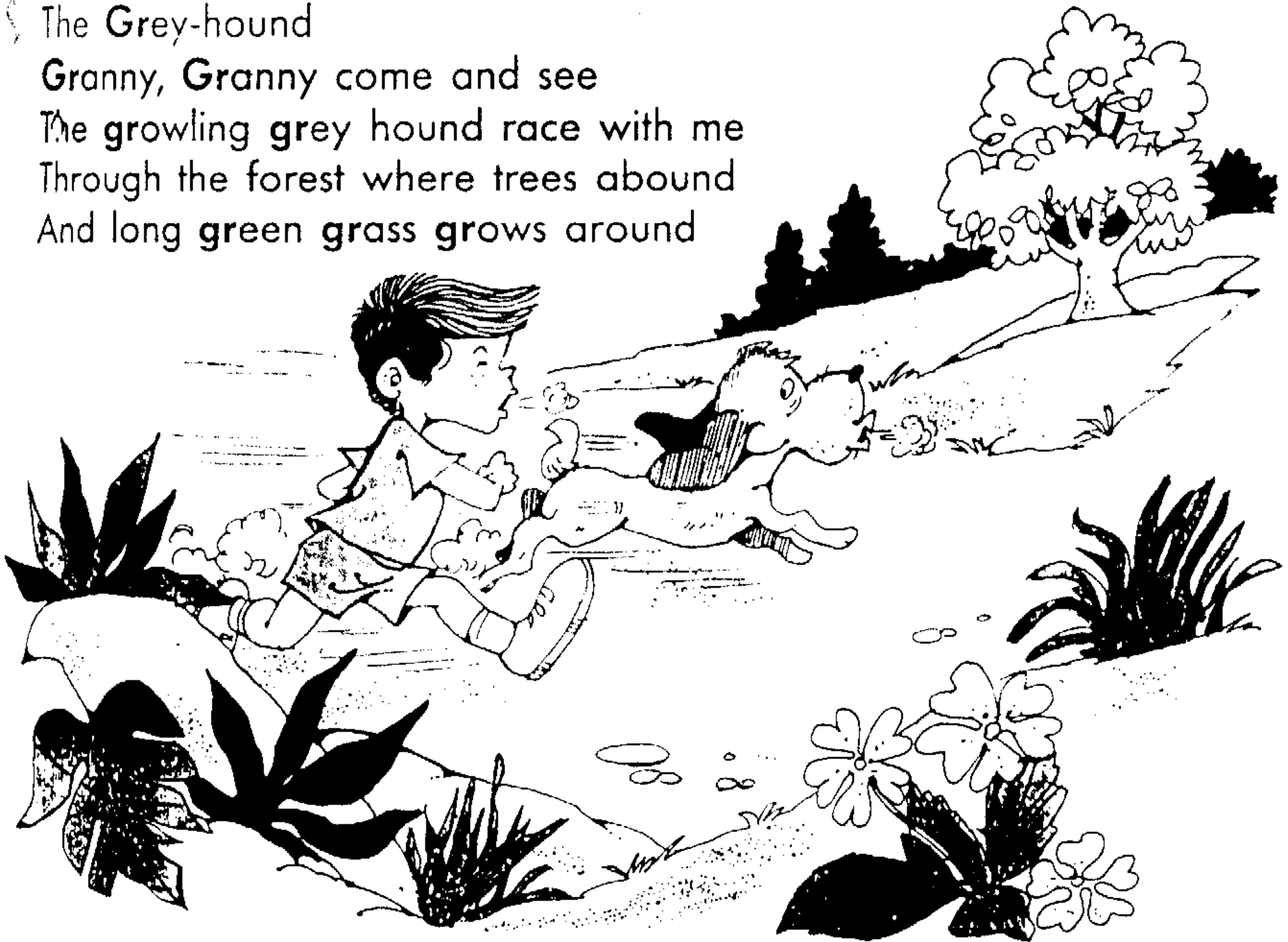
Select one activity from the worksheet and write it on the board.

Free Writing ------------ (5 Mins.)

Term: 1 Week: 8 Day: 1	Worksheet	Communication

gr as in grass

The **Gr**ey-hound

Granny, **Gr**anny come and see
The **gr**owling **gr**ey hound race with me
Through the forest where trees abound
And long **gr**een **gr**ass **gr**ows around

Word Meanings

Draw a line under each sentence that tells you something about the grey hound.

1 It is a horse.

2 It walks very slowly.

3 It runs very fast.

4 It has long legs.

5 It is a dog.

6 It eats grass and hay.

7 It eats meat and bones.

8B Phonics and Ear Training

A Read the sentences aloud. Write the words that have the 'gr' sound and say them.

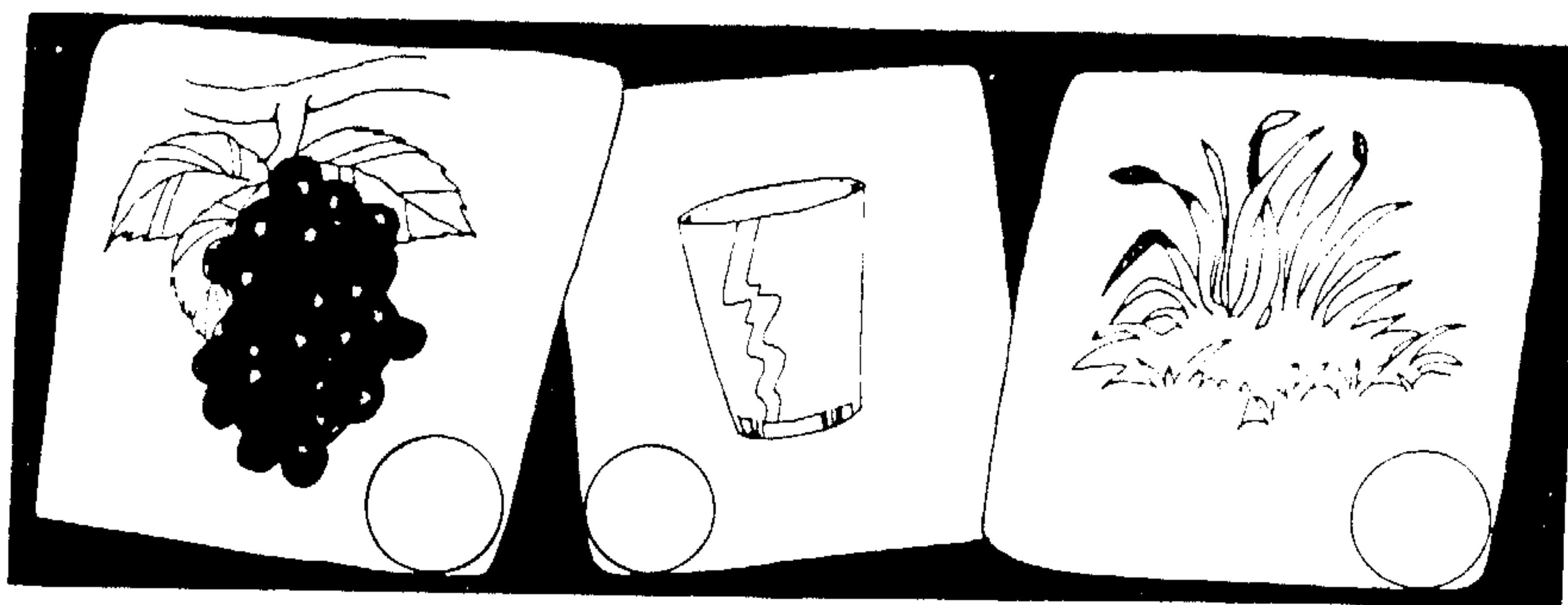
1 The grocer greets Granny. ______________ ______________

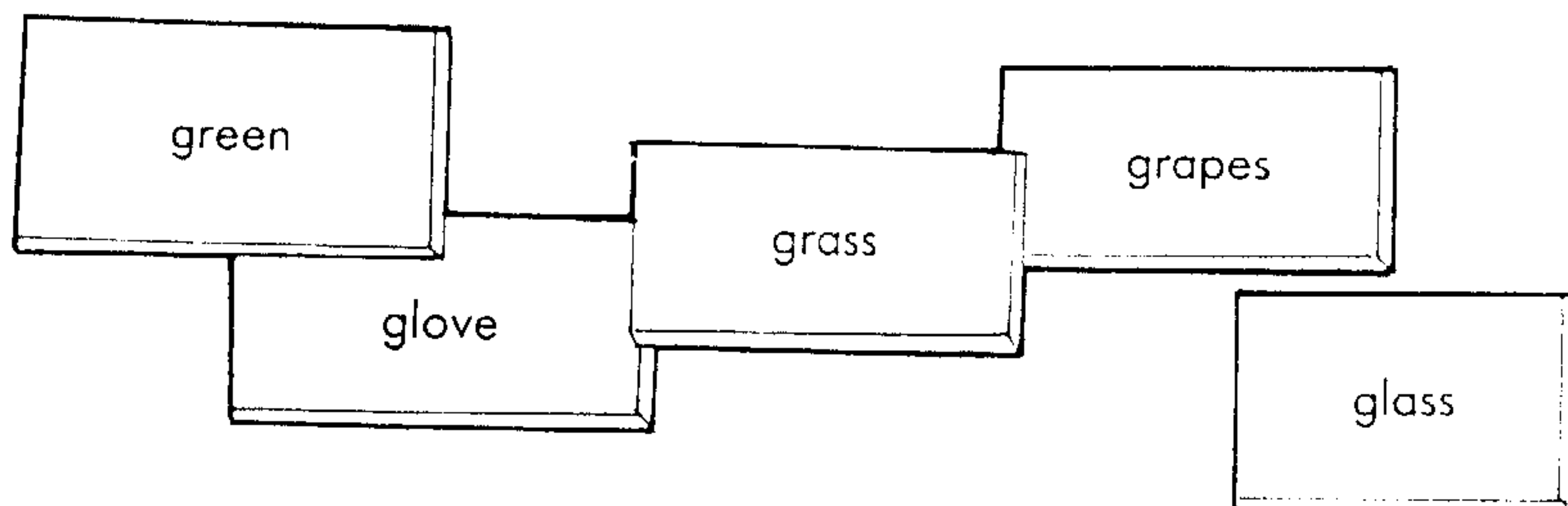
____

2 The cows eat growing grass. ______________ ______________

3 My Grandad likes to eat green grapes. ______________

______________ ______________

B Say the names of the pictures. Which word does not have the 'gr' sound? Put a tick (✓) below the picture.

C Say the words below. Circle the words with the 'gr' sound.

green glove grass grapes glass

Level: 4 Term: 1 Week: 8 Day: 2	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- listen and check
- develop listening skill

2. Function: Talking about habits of animals

3. Activity: Grid Filling

4. Material: Worksheets (**Habits of Seven Animal Families**)

5. Procedure:

a. Pre-Listening
Prepare them that they are going to listen about seven families of animals and their eating habits.

b. 1st Listening
You read and students listen only. When reading is over, ask about the names of animals

c. 2nd Listening
Distribute worksheets and explain Task 1. Read the sentences properly and they will match the animals with their food they liked.

d. 3rd Listening
Repeat the sentences properly and ask them to put a √ in the boxes where they find answers.

e. Feed back Ask questions on the text orally and students answer by taking help from the worksheet.

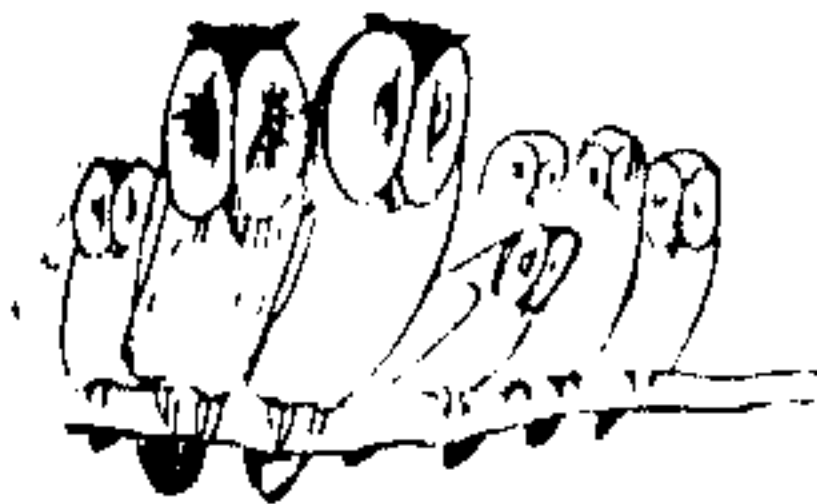
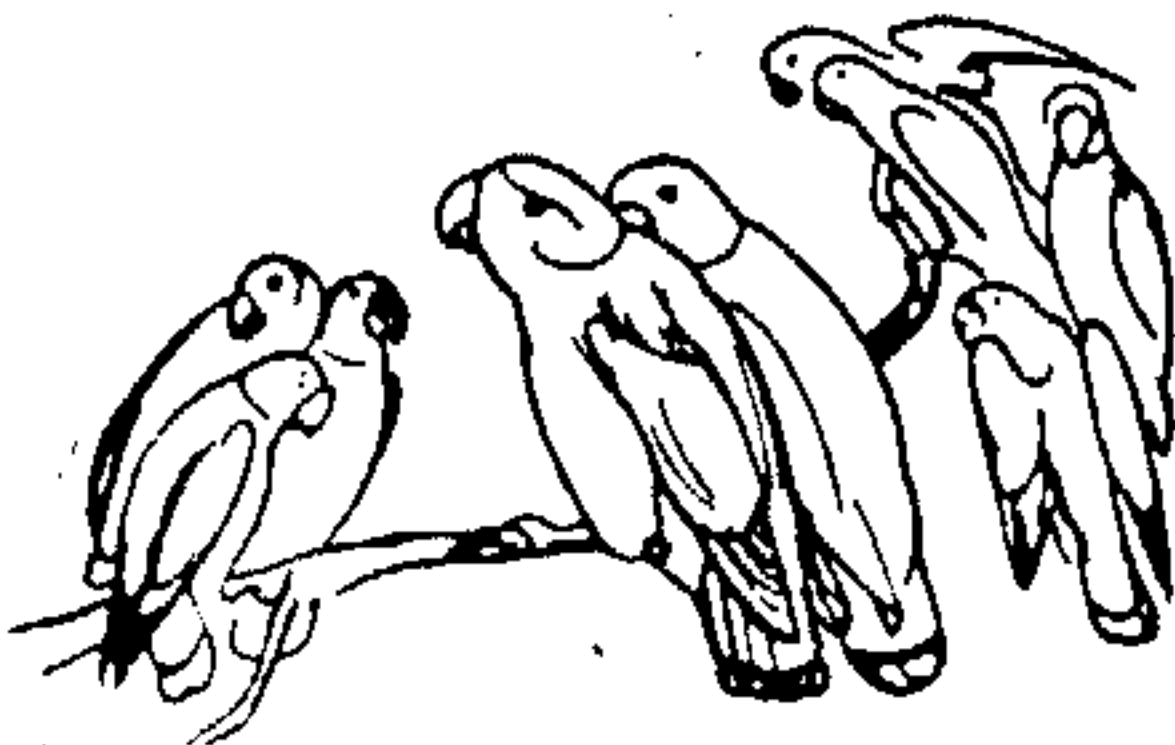
6. Follow Up: Write the names of any three animals and their food they liked.

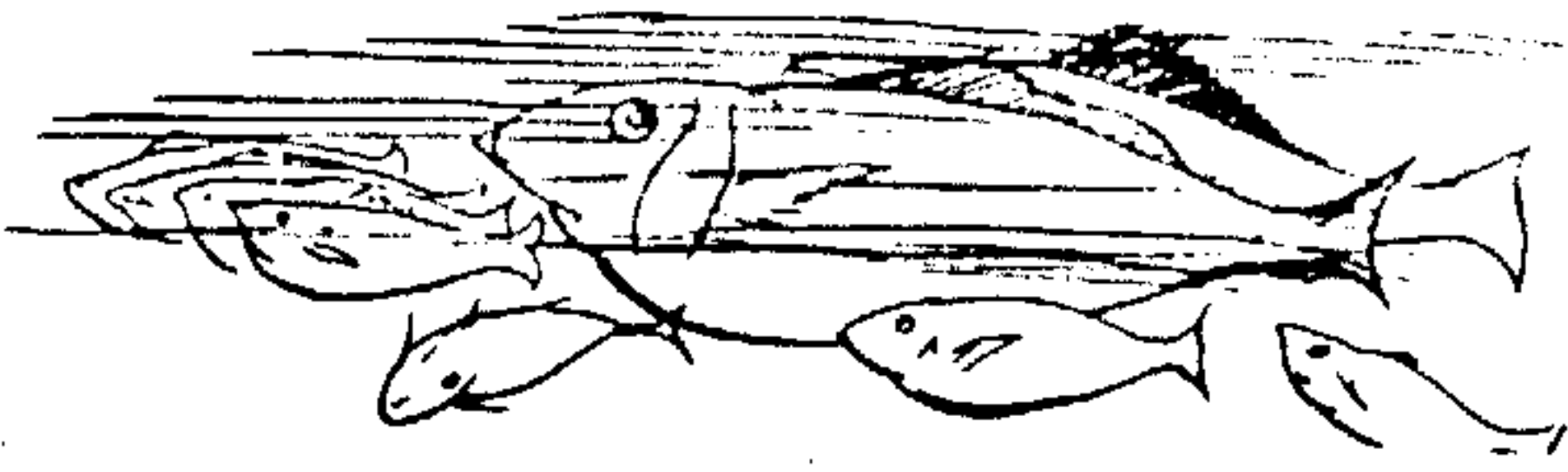
Listening Text **The Habits of Seven Animal Families**

1. **The ducks walked in and out of the pond and ate worms in breakfast and frogs in lunch**
2. **The parrots lived upon the trees which were beautiful and covered with the green leaves. They ate fruits of the trees all day.**
3. **The geese have broad feet so they caught many flies and ate for lunch.**
4. **The owls caught mice and made into pudding for dinner and breakfast.**
5. **The cats sat still in sunshine and ate biscuits in lunch.**
6. **The fishes lived in the lake. They ate their baby fish for breakfast.**
7. **The goats walked into the garden and fields and ate fresh grass whole day.**

And all these seven families lived together and had fun.

Level: 4 Term: 1 Week: 8 Day: 2	Worksheet	Date

Task 1: Listen and match the seven animal families with their food, they liked to eat.

1. The ducks ate	biscuits
1. The parrots ate	flies
3. The geese ate	baby fish
4. The owls ate	fruits
5. The cats ate	worms and frogs
6. The fish ate	mice
7. The goats ate	grass

Task 2: When did they eat their food? First is done for you.

	Breakfast	*Lunch*	*Dinner*
The duck ate worms	√		
The parrots ate fruits			
The geese ate flies			
The owls ate mice in			
The cats ate biscuits			
The fishes ate baby fish in			
The goats ate grass			

Level 4 Term 1 Week 8 Day 3

Note: Do not write any thing on books.

Do page 13 from Get ahead Book 5

Level 4 Term 1 Week 8 Day 4

Note: Do not write any thing on books.

Do page 14 from Get ahead Book 5

Level 4 Term 1 Week 8 Day 5

Note: Do not write any thing on books.

Do page 15 from Get ahead Book 5

Term 1 Week 8 Day 6

Assessment # 8

: Take assessment on copies.

1 /5

Make 4 words with 'gr' sound

2 /5

Match the columns

A	B
The ducks ate	baby fish
The parrots ate	worms and frogs
The geese ate	grass
The owls ate	fruits
The goat ate	mice